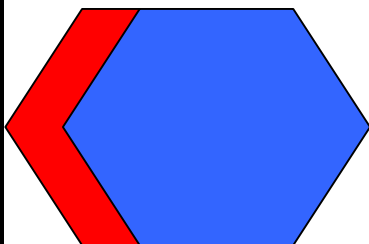


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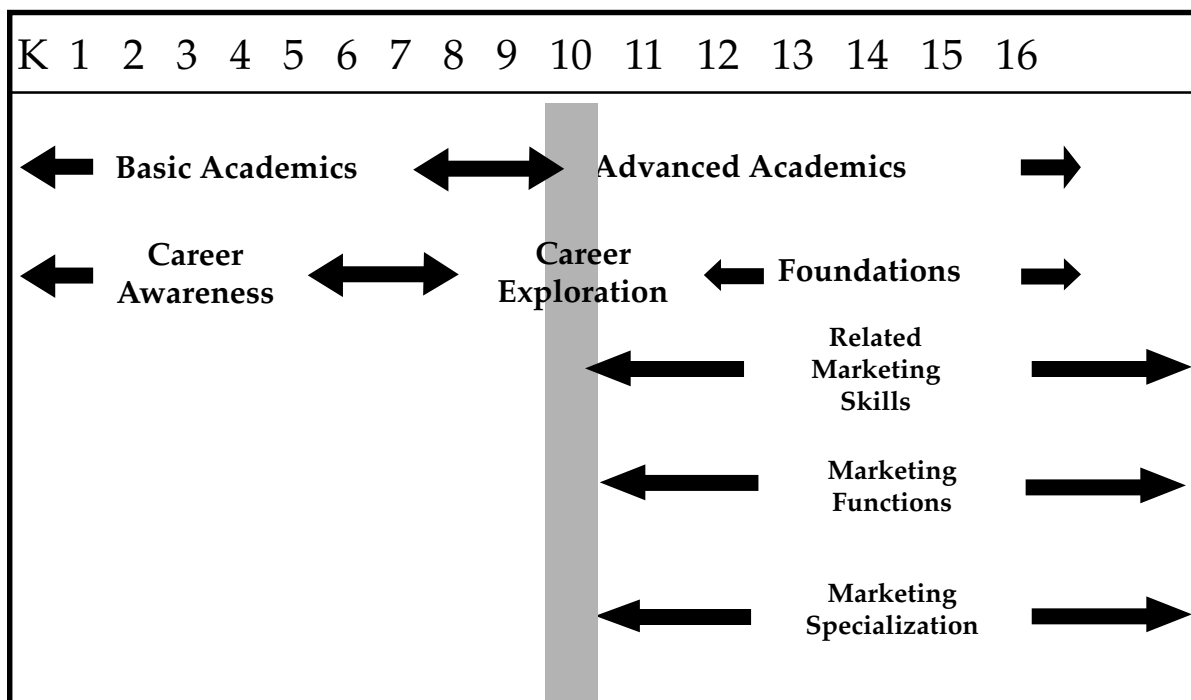
CONTENT STANDARDS
and
BENCHMARKS

Marketing

2001



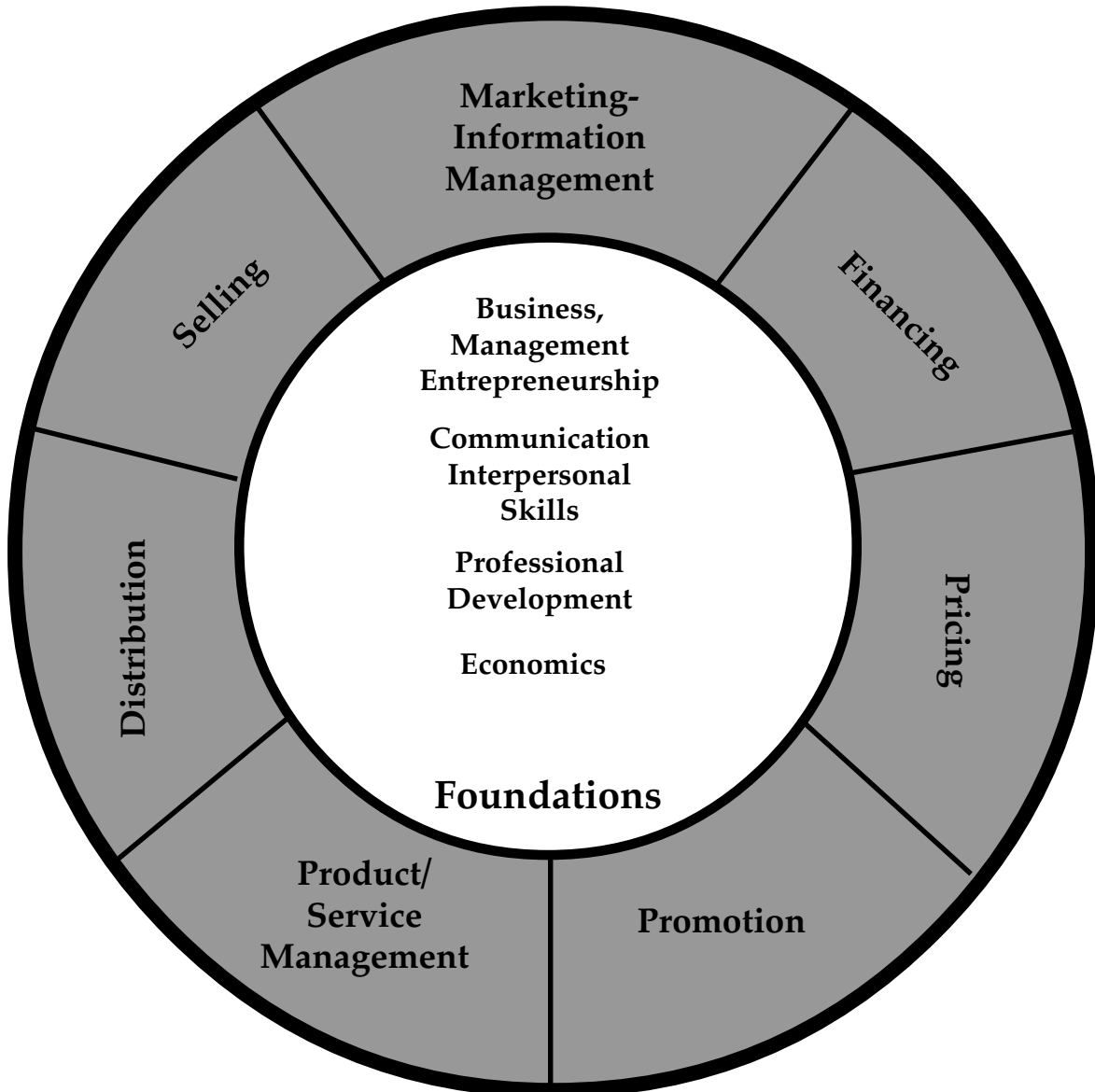
The Marketing Curriculum



This flow chart describes how the Marketing Education curriculum can be viewed as a continuum that begins in the primary grades with career awareness and exploration. The model continues through postsecondary education with the emphasis becoming more specialized to the student's individual interest in marketing education..

Curriculum Framework for Marketing Education

Functions of Marketing



Technology • Academic Concepts

Standards for Marketing Education

Business, Management, and Entrepreneurship

Standard I: Understand fundamental business, management, and entrepreneurial concepts that affect business decision-making

Benchmarks

1. Identify ways that technology impacts business.
2. Explain the nature of marketing strategies.
3. Demonstrate leadership characteristics.
4. Monitor variables associated with business risk.
5. Demonstrate procedures for controlling a business's fiscal activities.
6. Identify potential business ventures based on community, market, and opportunity analyses.
7. Formulate a business plan.

Communication and Interpersonal Skills

Standard II: Understands concepts, strategies, and systems needed to interact effectively with others

Benchmarks

1. Communicate clearly and concisely in writing.
2. Use appropriate technology to facilitate marketing communications.
3. Make decisions.
4. Treat others fairly at work.
5. Demonstrate interpersonal skills in team working relationships.
6. Apply interpersonal skills to develop good customer relationships.

Economics

Standard III: Understands the economic principles and concepts fundamental to marketing

Benchmarks

1. Explain the concept of economic resources.
2. Interpret the impact of supply and demand on price.
3. Identify factors affecting a business's profit.
4. Determine factors affecting business risk.
5. Explain the concept of productivity.
6. Evaluate the influences on a nation's ability to trade.

Professional Development

Standard IV: Understands concepts and strategies needed for career exploration, development, and growth

Benchmarks

1. Analyze employer expectations in the business environment.
2. Identify employment opportunities in marketing and business.
3. Utilize resources that can contribute to professional development.

Distribution

Standard V: Understanding the concepts and processes needed to move, store, locate, and/or transfer ownership of goods and services

Benchmarks

1. Explain the relationship between customer service and distribution.
2. Select distribution channels and channel members.

Financing

Standard VI: Understands the financial concepts used in making business decisions

Benchmarks

1. Describe the role of financing in marketing and business endeavors.
2. Calculate exchange rates.
3. Use budgets to meet the financial needs of a business.

Marketing-Information Management

Standard VII: Understands the concepts, systems, and tools needed to gather, access, synthesize, evaluate, and disseminate information for use in making business decisions

Benchmarks

1. Determine the need for marketing information.
2. Analyze the environments in which businesses operate.
3. Demonstrate procedures for gathering marketing information using technology.

Pricing

Standard VIII: Understands concepts and strategies utilized in determining and adjusting prices to maximize return and meet customers' perception of value

Benchmarks

1. Determine pricing objectives, policies, and strategies.
2. Use technology to assist in setting prices.

Product/Service Management

Standard IX: Understands the concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to market opportunities

Benchmarks

1. Plan a product/service mix.
2. Analyze product-liability risks.
3. Select material/products/services to purchase.
4. Describe factors used by marketers to position products/businesses.

Promotion

Standard X: Understands the concepts and strategies needed to communicate information about products, services, images, and/or ideas to achieve a desired outcome

Benchmarks

1. Explain the communication process used in promotion.
2. Write promotional messages that appeal to targeted markets.
3. Utilize publicity.
4. Develop a promotional plan.

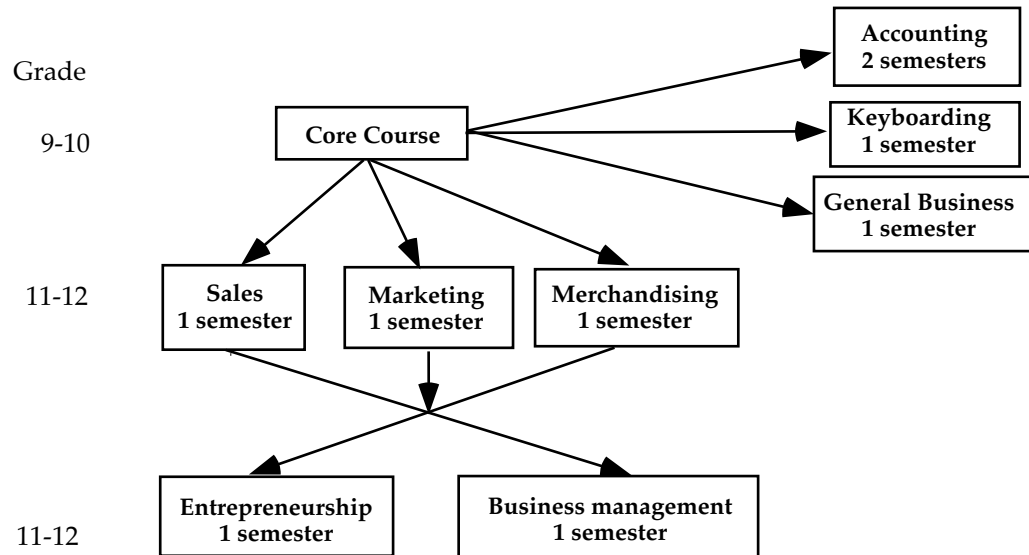
Selling

Standard XI: Understands the concepts and actions needed to determine client needs and wants and respond through planned, personalized communication that influences purchase decisions and enhances future business opportunities

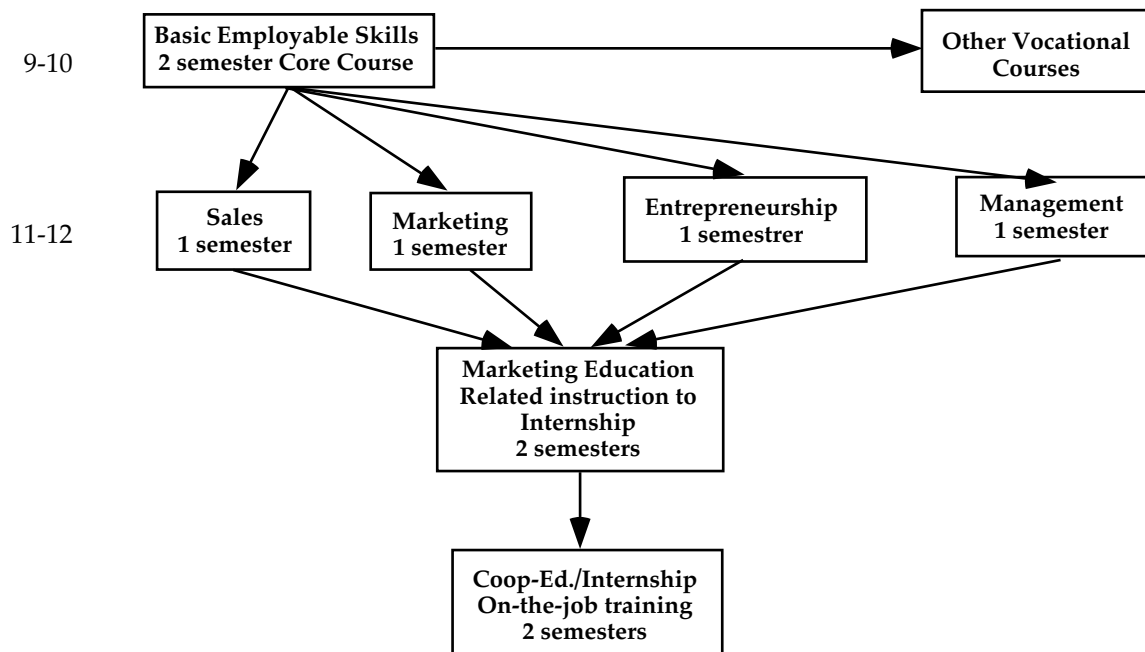
Benchmarks

1. Develop an understanding of customers/clients.
2. Utilize selling techniques to aid customers/clients in making buying decisions.
3. Determine/minimize risks in selling to a customer.
4. Utilize strategies to build and maintain a clientele.

Marketing Course Options Secondary Level Option 1



Option 2



6 Semester Courses meet the Vocational Education Standards

Marketing Program Management Committee.

Gary Bannick
Thomas Jefferson HS
2501 West Broadway
Council Bluffs, IA 51501
gbannick@council-bluffs.k12.ia.us

Ron Glasgow
Burlington HS
421 Terrace Drive
Burlington, IA 52601
rglasgow@bchs.burlington.k12.ia.us

Darwin Kumrey
KCC
6301 Kirkwood Blvd.
Cedar Rapids, IA 52406
dkrumrey@kirkwood.cc.ia.us

Jerry Manning
DMACC
2006 Ankeny Blvd.
Ankeny, IA 50021
glmanning@dmacc.cc.ia.us

Tim Seifert
Iowa Falls HS
1903 Taylor
Iowa Falls, IA 50125
tseifert@po-1.iowa-falls.k12.ia.us

Vic Collins
Oelwein HS
315 8th Avenue SE
Oelwein, IA 50662
avcollins@hotmail.com

Mike Jorgensen, Principal
Southeast Webster HS
Burnside, IA 50521
mjorgensen@is1.se-webster.k12.ia.us

Carol Meyers
Waverly-Shell Rock HS
1415 Fourth Avenue, SW
Waverly, IA 50677
meyersc@waverly-shellrock.k12.ia.us

Kenn Patterson
Fort Dodge HS
819 North 25th Street
Fort Dodge, IA 50501
kpatterson@fort-dodge.k12.ia.us

Susan Verhulst
Southeast Polk HS
Route 2
Runnells, IA 50237
verhulsts@se-polk.k12.ia.us

Resources and Links

**Iowa Marketing Education
Curriculum Planning Guide 2000**

Developed and Produced
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by the
Marketing Education Resource Center

State of Iowa
DEPARTMENT OF EDUCATION
Grimes State Office Building
Des Moines, Iowa 50319-0146

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Dwight R. Carlson, Assistant to the Director
Gail Sullivan, Chief of Policy and Planning

DIVISION OF COMMUNITY COLLEGES AND WORKFORCE PREPARATION

Janice Nahra Friedel, Ph.D., Administrator

Bureau of Career and Technical Education

Jerda Garey, Ed.D., Chief

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Gary Bannick
Thomas Jefferson High School
Council Bluffs, IA

Carol Meyers
Waverly-Shell Rock High School
Waverly, IA

Kenneth Bell
Ellsworth Community College
Iowa Falls, IA

Robert Monteith
Fort Dodge Senior High School
Fort Dodge, IA

Chris Bohnet
Saydel High School
Des Moines, IA

Eldon Ott
Marshalltown High School
Marshalltown, IA

Mike Cardin
Ottumwa High School
Ottumwa, IA

Tim Seifert
Iowa Falls Senior High School
Iowa Falls, IA

Ron Glasgow
Burlington High School
Burlington, IA

Terry Stence
Fort Madiwon High School
Fort Madison, IA

Rick Janssen
Hampton-Dumont
Hampton, IA

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Southeast Polk High School
Runnells, IA

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Muscatine Community College
Muscatine, IA

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Introduction to Marketing Education

Section 1

**Description
of Marketing**

The American Marketing Association defines marketing as the process of planning and executing the conception, pricing, promotion, and distribution of ideas, goods, and services to create exchanges that satisfy individual and organizational objectives. This definition indicates that marketing is a process that involves a variety of activities designed to change behaviors or influence ideas. These activities include, but are not limited to advertising, logistics, marketing research, product design, and selling.

Historically, marketing has been characterized as dynamic and changing. However, the pace at which it is changing has accelerated due to environmental shifts taking place in the business world: downsizing, outsourcing, mergers, international competition, world markets, and technological innovations. These changes impact the skills, attitudes, and abilities needed for success in today's workplace.

Marketing must be viewed as a multi-faceted, critical business function that is undergirded by such social sciences as economics, psychology, and sociology. Its successful performance depends on the application of mathematics and English principles, the use of scientific problem solving, and the application of technology to marketing situations and problems. In this century, economic survival in business will depend on the ability to understand and execute marketing skills.

**Career
Opportunities
in Marketing**

Career opportunities in marketing can be found in domestic and international businesses, organizations, offices, and agencies of all types and sizes—both profit and nonprofit. Individuals employed in marketing positions may specialize in one marketing function (e.g., selling, distribution, product management, etc.), or they may require a broad understanding of all marketing functions as would be needed by a business owner or manager.

The range of employment options suggests growing opportunity for persons who possess marketing know-how. According to the Federal Bureau of Labor Statistics, 12 million people are currently employed in the field of marketing. A profile of selected marketing careers is as follows:

► Advertising

Professionals in advertising may work in ad agencies, within advertising departments of firms, with mass media as sales representatives, or as marketing communications specialists. Faster-than-average growth in advertising career opportunities is expected because of sharp competition in the United States and the global marketplace. The U.S. Department of Labor projects a growth rate of more than 30% for marketing research analysts, advertising managers, and visual artists. It is estimated that almost 600,000 marketing and advertising managers alone will be

employed in the United States by 2005. As the U.S. businesses expand to other countries, advertising and promotional work will increase dramatically.

► **Marketing Research**

Because of the high stakes involved in keeping existing products growing and introducing new products and services, the significance of marketing research has increased in corporate America. Examples of activities performed by marketing researchers are monitoring competitors' efforts, identifying market trends, developing customer profiles, measuring market share, designing product and packaging, planning distribution channels, and evaluating the impact of promotional efforts. The field is expanding into such new territories as the Internet, the health care industry, colleges, and nonprofit organizations. Advances in information technology and the overwhelming desire to "guarantee success" mean the demand for marketing researchers will grow faster than average in the decades ahead.

► **Sales and Sales Management**

Sales representatives are the foremost contact an individual or corporate consumer has with a company. The demand for sales representatives is flourishing. The Bureau of Labor Statistics projects tremendous percentage increases for sales representatives in such fields as the service industry, real estate, securities and financial services, and wholesaling. Sales representatives also find career opportunities in direct selling, direct response retailing, telemarketing, and database marketing.

► **Retailing**

By 2005, it is estimated that approximately 4½ million retail salespersons and 2½ million retail supervisors will be employed in the United States. Job opportunities in retailing include customer-service sales in such areas as banking, cable television, and utilities. In fact, 75% of all jobs in the U.S. are in the services industry. Stockbrokers, travel agents, fitness-center personnel, and insurance agents are just a few examples of opportunities in the service industry. The rate of growth for service sales representatives is projected to be more than 55% by 2005.

► **International Marketing**

Large corporations and small firms are offering products in other countries. According to the U.S. Department of Commerce, 25% of all jobs are related to foreign trade. With the increased use of technology, this figure is expected to increase dramatically with career opportunities for international marketers abounding. Three specific careers in international marketing are international marketing research, international product management, and international promotion.

**Description
of Marketing
Education
and
Supporting
Agencies****► Entrepreneurship**

As new technologies have been developed and changes have occurred in the business environment, opportunities for entrepreneurs have increased. Desktop publishing, direct mail, and telemarketing have experienced tremendous entrepreneurial activity. Skills needed for entrepreneurial success include identifying market niches, marketing research, identification of sources of capital to finance the business, and selling skills. Entrepreneurial start-ups are expected to continue at a consistent, and at times frantic, pace.

Nationally, Marketing Education is offered in more than 7,000 high schools and most community/technical colleges. More than a million students with diverse ability levels and marketing interests obtain education in marketing subjects annually. In Iowa, more than 6,000 students are enrolled in marketing in 171 high schools. At the post-secondary level, more than 1,200 students are enrolled in marketing in 12 community colleges. The curricula range from studying marketing for personal use and career exploration to developing advanced management and entrepreneurial skills.

Students enrolled in Marketing Education participate in a co-curricular student organization that provides opportunities for students to demonstrate their mastery of the marketing curriculum in competitive events, develop leadership skills, and exhibit awareness of civic responsibilities. At the high school level, students join DECA, while students enrolled in postsecondary Marketing Education courses participate in Delta Epsilon Chi.

The Marketing Education Resource Center (MarkED) develops the curriculum used as the basis for the student organizations' competitive events. MarkED is a nonprofit research and development organization founded for the sole purpose of developing competency-based instructional materials for Marketing Education.

**Research
Process and
Procedures**

In January, 1998, MarkED's board of directors approved a motion for the development of national standards for Marketing Education to explain to the various stakeholders what students should know and be able to do as a result of instruction in Marketing Education. To support the effort, MarkED invited state departments of education, publishers, and National DECA to fund the project. Nineteen state education departments, Glencoe/McGraw-Hill, South-Western Publishing, National DECA, and MarkED contributed financially to the standards initiative. The project entailed the following steps:

- Defining the project outcomes as two key deliverables: a promotional piece for educators to use with various audiences and a curriculum planning document for use by curriculum developers**

- ▶ Conducting a review of literature that encompassed contemporary secondary and postsecondary marketing texts to identify current terminology; state standards projects for marketing, business, and other career/technical areas; states' academic standards; and national standards in career/technical and academic areas
- ▶ Utilizing a writing team to analyze the existing Marketing Education curriculum framework schematic and to draft standards statements. The group was composed of state departments of education staff, teacher educators, National DECA staff, and MarkED staff. This team acted in an ongoing capacity to review and react to input obtained throughout the research process.
- ▶ Conducting three rounds of conference calls involving participants who represented 16 states. Participants included state supervisors of Marketing Education, vocational administrators, business representatives, secondary marketing instructors, and teacher educators. The participants reacted to the writing team's work and to survey results.
- ▶ Conducting two rounds of data collection in which a variety of audiences were surveyed and asked to react to the curriculum framework schematic and to the standards statements. Marketing instructors administered the surveys to students, parents, guidance counselors, academic teachers, principals, vocational administrators, and the business community.
- ▶ Conducting focus groups with business representatives and groups of marketing educators to obtain their reactions to the proposed curriculum framework schematic and standards statements. The business representatives also reviewed and reacted to the performance indicators used to define each standard. Business panel meetings were conducted in Georgia, Iowa, Indiana, Kentucky (2), Michigan, Ohio, and Tennessee. Panel meetings with teachers were conducted in Florida, Georgia (2), Iowa, Kentucky, Washington, and Wisconsin.
- ▶ Surveying staff from state education departments to determine the national mission of Marketing Education and the premises on which the national curriculum should be based
- ▶ Conducting two rounds of conference calls with staff from state education departments to discuss the final listing of performance indicators and the curriculum planning levels

The data provided by the various sources were evaluated and synthesized to determine:

**Mission of
Marketing
Education**

- The standards statements
- The manner in which academics and technology applications should be integrated into the curriculum
- The visual presentation of the Marketing Education curriculum in a framework schematic
- The career settings in which marketing curricula are often applied
- The mission of Marketing Education
- The premises on which the Marketing Education curriculum should be based

In May 1999, a panel of Iowa marketing instructors convened and agreed to adapt the National Standards for Marketing Education for Marketing Education in Iowa. To determine needed modifications, the following steps were taken following the initial meeting:

- ▶ A survey was administered to Iowa marketing instructors in January 2000, to determine the scope of the skills and knowledge needed in Iowa to address core content.
- ▶ A decision-making process was implemented that involved MarkED staff and representatives of the Iowa Department of Education and resulted in analysis and finalization of content from the teacher and industry panels.

The mission of Marketing Education is to enable students to understand and apply marketing, management, and entrepreneurial principles; to make rational economic decisions; and to exhibit social responsibility in a global economy.

**Premises
of
the
Curriculum**

Iowa's Marketing Education curriculum should:

- Encourage students to think critically
- Stress the integration of and articulation with academics
- Be sequenced so that broad-based understandings and skills provide a foundation to support advanced study of marketing
- Enable students to acquire broad understandings of and skills in marketing so that they can transfer their skills and knowledge between and among industries
- Enable students to understand and use technology to perform marketing activities
- Stress the importance of interpersonal skills in diverse societies
- Foster a realistic understanding of work
- Foster an understanding and appreciation of business ethics
- Utilize a variety of types of interactions with the business community

Marketing Education Curriculum

The marketing education curriculum is divided into two primary parts: Foundations and Functions. The **Foundations** are fundamental to an understanding of marketing and can be viewed as co-requisites and as prerequisites for marketing. The content of the Marketing Foundations must be mastered in order for marketing-specific content to have relevance to student learning. There are four broad-based foundational areas: Business, Management, and Entrepreneurship; Communication and Interpersonal Skills; Economics; and Professional Development.

The **Functions** define the discipline of marketing as applied in business operations. They address marketing from the perspective of how it is practiced. Each function is viewed from its relationship to the marketing of a good, service, or idea. The seven functions are Distribution, Financing, Marketing-information Management, Pricing, Product/Service Management, Promotion, and Selling.

The marketing curriculum can be viewed as a continuum that begins in the primary grades with career awareness and exploration and continues through postsecondary education with emphasis becoming more specialized to the learner's individual interest in marketing. The graph depicting that relationship is shown in Figure 1.

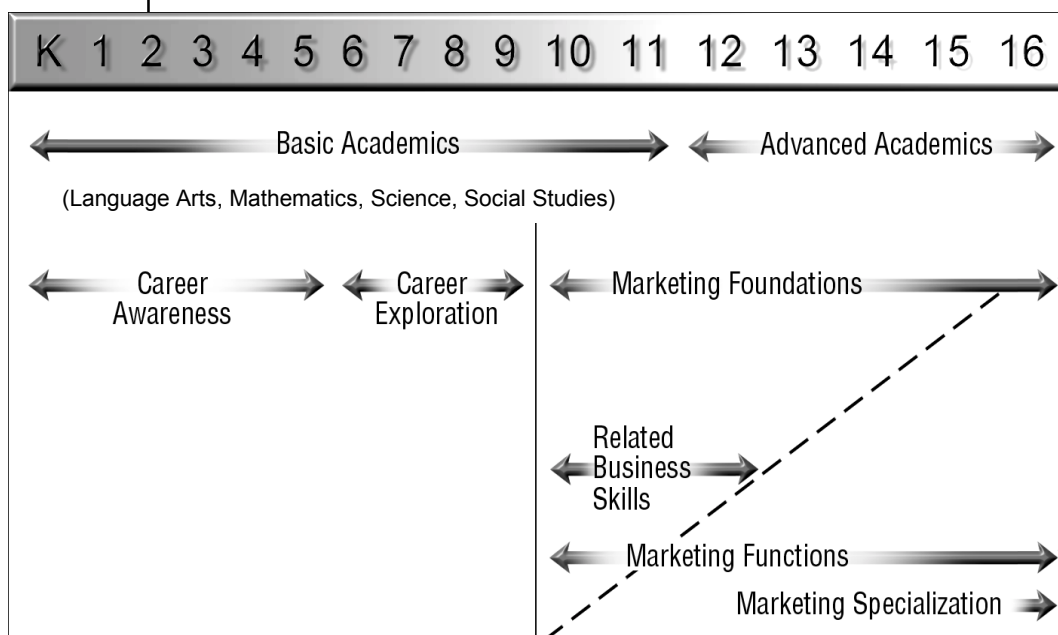


Figure 1. K-16 Continuum for Marketing Education

Standards for Marketing Education

As a distinct discipline, Marketing Education integrates academic concepts and technology applications throughout the curriculum.

- **Academic Concepts:** The study of marketing incorporates many academic understandings, including mathematics, reading, writing, speaking, sociology, psychology, geography, etc.
- **Technology Applications:** The successful implementation of marketing activities requires the use of technology.

Broad-based standards that identify what students should know and be able to do as a result of instruction in Marketing Education are:

Foundations

Business, Management, and Entrepreneurship

Understands fundamental business, management, and entrepreneurial concepts that affect business decision making

Communication and Interpersonal Skills

Understands concepts, strategies, and systems needed to interact effectively with others

Economics

Understands the economic principles and concepts fundamental to marketing

Professional Development

Understands concepts and strategies needed for career exploration

Functions

Distribution

Understands the concepts and processes needed to move, store, locate, and/or transfer ownership of goods and services

Financing

Understands the financial concepts used in making business decisions

Marketing-Information Management

Understands the concepts, systems, and tools needed to gather, access, synthesize, evaluate, and disseminate information for use in making business decisions

Pricing

Understands concepts and strategies utilized in determining and adjusting prices to maximize return and meet customers' perceptions of value

Product/Service Management

Understands the concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to market opportunities

Promotion

Understands the concepts and strategies needed to communicate information about products, services, images, and/or ideas to achieve a desired outcome

Selling

Understands the concepts and actions needed to determine client needs and wants and respond through planned, personalized communication that influences purchase decisions and enhances future business opportunities

Instructional Areas

The standards form the basis for the instructional areas to be addressed in Marketing Education. There are one or more instructional areas for each of the standards in the foundations, while there is one instructional area for each of the standards in the functions. A crosswalk of the standards and their corresponding instructional areas with two-letter abbreviation is as follows:

Framework	Instructional Areas
Economics	Economics (EC)
Communication and Interpersonal Skills	Communication (CO) Interpersonal Skills (IS)
Business, Management, and Entrepreneurship	Business Administration (BA) Management (MN)
Professional Development	Professional Development (PD)
Distribution	Distribution (DS)
Financing	Financing (FI)
Marketing-Information Management	Marketing-Information Mgmt (IM)
Pricing	Pricing (PI)
Product/Service Management	Product/Service Mgmt (PM)
Promotion	Promotion (PR)
Selling	Selling (SE)

Curriculum Frameworks

In general terms, a framework is defined as a skeleton structure that supports or encloses something. In education, frameworks are used to support and enclose the curriculum of a discipline by defining the discipline's main elements, thereby providing a big picture overview of the discipline's curriculum. They can act as gatekeepers by helping educators and curriculum developers make decisions about what should be addressed or eliminated from consideration in a curriculum. Once educators have determined that content should be addressed, they can use the scaffolding provided by frameworks as a basis around which curricular content is developed, organized, and implemented. The visual presentation, or schematic, of frameworks, can serve as a communications tool to share with those interested in a discipline. It quickly communicates the main topics or areas of instruction that will be addressed

Marketing Education Framework Schematic

The standards are depicted in the framework schematic in Figure 2 that contains the Foundations, Functions, integrated elements of Academic Concepts and Technology Applications, and examples of career applications.



Figure 2. Marketing Education Curriculum Framework Schematic

Examples of Career Applications

Advertising	Hospitality Marketing	Real Estate
Customer Service	Importing/Exporting	Restaurant Management
e-Commerce	International Marketing	Retail Management
Entrepreneur	Marketing Research	Sales Management
Fashion Merchandising	Product Management	Service Marketing
Financial Services	Professional Sales	Sports Marketing
Food Marketing	Public Relations	Travel/Tourism Marketing

Performance Indicators

Each of the broad-based content standards is defined through a series of more specific learning outcomes known as performance indicators that are identified in the next section. These statements define the scope and intent of each standard. Cited after each statement is a performance indicator code, a LAP code, and a curriculum planning code. The performance indicator code is designated by the two-letter abbreviation for the instructional area in which the statement appears and a three-digit number (e.g., EC:001). This performance indicator code is referenced in tests and instructional materials and is used to access information about the performance indicator in databases. If instructional modules, known as **Learning Activity Packages (LAPs)**, are available to support a performance indicator, their code is then referenced with the instructional area's two-letter abbreviation and a number (e.g., EC LAP 3) that relates to publication sequence. A LAP number does not designate instructional sequence. The last two-letter code that is provided identifies the curriculum-planning level to which the performance indicator has been assigned (e.g., CS).

Curriculum Planning Levels

The performance indicators are assigned to one of five curriculum-planning levels that represent a continuum of instruction ranging from simple to complex. The levels can serve as building blocks for curriculum development in that students should know and be able to perform the performance indicators at one level before tackling more complex skills and knowledge at the next level. These levels can also be used as the basis for developing an unduplicated sequence of instruction for articulation between high school and postsecondary marketing courses. In these cases, instructors can agree as to how far along the continuum students will advance in high school so that postsecondary instructors can initiate instruction at that point in the continuum. This will enable students to focus on new, more advanced subject matter rather than on content previously mastered.

Marketing instructors should consider a variety of variables when selecting a curriculum-planning level for course development. Examples of these factors include time available for instruction, the curricular complexity desired by the instructor, the ability level of students, and articulation agreements. The selected level will determine the performance indicators to address with the entire class. Students functioning at levels above or below that of the class should be provided advanced or remedial performance indicators based on their individual needs.

All five curriculum-planning levels are described as follows; however, only the first three levels will be addressed at the secondary level in Iowa:

**Prerequisite
(PQ)**

The content of the curriculum at the prerequisite level is focused on the development of employability and job-survival skills and concepts, including work ethics, personal appearance, and general business behavior. In most circumstances, these skills and concepts have been previously acquired through life experiences or in earlier courses/grade levels. Performance indicators at the prerequisite level should not be used as the sole basis for course design in marketing; however, instructors should verify that students possess these prerequisite skills essential for success in marketing.

**Career-
Sustaining
(CS)**

The starting point for course design in marketing should be the performance indicators at the career-sustaining level. A curriculum at this level develops skills and knowledge needed for continued employment in or study of marketing based on the application of basic academics and marketing skills. Instruction at the career-sustaining level should provide students with a fundamental understanding of marketing principles and experience in making routine business decisions.

**Specialist
(SP)**

A specialist-level marketing curriculum provides in-depth, solid understanding and skill development in all marketing functions. Students who complete courses at the marketing-specialist level should be prepared to make complex business decisions, exhibit leadership skills, and apply their mastery of marketing skills across functions or within one function.

**Supervisor
(SU)**

A supervisory level curriculum provides the same in-depth, solid understanding and skill development in all marketing functions as in the marketing-specialist curriculum, and in addition, incorporates content that addresses the supervision of people. As a result of instruction at the supervisory level, students should be prepared to plan, coordinate, and supervise marketing staff.

**Manager/
Entrepreneur
(ME)**

A manager/entrepreneur level curriculum should develop strategic decision-making skills in all marketing functions and foundations needed to own/manage a business or department within an organization. Individuals receiving instruction at this level should be capable of assuming full responsibility for the success or failure of a unit within an organization or of a small business enterprise.

**Curricular
Sequence**

Related performance indicators are grouped together in Major Topics within each standard. These Major Topics are sequenced in their recommended order of instruction and are shown in Figure 3. The performance indicators are sequenced in their recommended order of instruction within each Major Topic, building from simple to complex. In the listing of performance indicators, some of the statements are indented below a lead skill or concept statement. This indicates a specialized application or a higher curriculum-planning level than the lead performance indicator.

Major Topics In the Marketing Education Curriculum

Foundations

Economics

- Basic Concepts
- Economic Systems
- Cost-Profit Relationships
- Economic Indicators/Trends
- International Concepts

Communication and Interpersonal Skills

- Fundamentals of Communication
- Staff Communications
- Ethics in Communication
- Group Working Relationships
- Customer Relationships
- Dealing with Conflict

Professional Development

- Self-Understanding
- Self-Development
- Career Planning
- Job-Seeking Skills
- Continuing Development

Business, Management, and Entrepreneurship

- Business Fundamentals
- Technological Tools
- Business Risks
- Business Regulation
- Organizing
- Staffing
- Leading
- Controlling
- Planning

Functions

Distribution

- Nature and Scope
- Order Fulfillment
- Warehousing/Stock Handling
- Management of Distribution

Financing

- Nature and Scope
- Extending Credit
- Obtaining Business Credit

Marketing-Information Management

- Nature and Scope
- Information Gathering
- Information Processing
- Information Reporting
- Marketing Planning

Pricing

- Nature and Scope
- Determining Prices

Product/Service Management

- Nature and Scope
- Quality Assurances
- Product Mix
- Positioning

Promotion

- Nature and Scope
- Advertising
- Publicity/Public Relations
- Sales Promotion
- Management of Promotion

Selling

- Nature and Scope
- Product Knowledge
- Process and Techniques
- Support Activities
- Management of Selling Activities

Figure 3. Major Topics in National Marketing Education Standards

Performance Activities

A performance activity is provided for each performance indicator. These activities can be used to reinforce concepts, practice skills, extend knowledge, and/or assess student performance. Considerations made in developing the activities are as follows:

- ▶ The activities should promote critical thinking, decision making, and teamwork.
- ▶ A variety of activities should be developed to appeal to different learning and teaching styles and to maintain student interest.
- ▶ The activities should reflect the intent of the performance indicators; e.g., concept-oriented activities should be developed for concept-oriented performance indicators.
- ▶ The activities should enable students to integrate and apply academic content.
- ▶ The activities should encourage the use of technology.
- ▶ The activities should be viewed as examples that can be used for instructional assistance. They should not be considered mandatory or all inclusive.
- ▶ The activities should be developed from the student's point of view; i.e., the activities are for a student to complete, rather than instructional directions for a teacher to implement.

Performance Indicators

Section 2

	ECONOMICS
Topic	Basic Concepts
Performance Indicators	<p>Distinguish between economic goods and services (EC:002, EC LAP 10) (CS)</p> <p>Explain the concept of economic resources (EC:003, EC LAP 14) (CS)</p> <p>Describe the nature of economics and economic activities (EC:001, EC LAP 6) (CS)</p> <p>Determine forms of economic utility created by marketing activities (EC:004, EC LAP 13) (CS)</p> <p>Explain the principles of supply and demand (EC:005, EC LAP 11) (CS)</p> <p>Describe the concept of price (EC:006, EC LAP 12) (CS)</p>
Topic	Economic Systems
Performance Indicators	<p>Explain the types of economic systems (EC:007, EC LAP 17) (CS)</p> <p>Determine the relationship between government and business (EC:008, EC LAP 16) (CS)</p> <p>Explain the concept of private enterprise (EC:009, EC LAP 15) (CS)</p> <p>Identify factors affecting a business's profit (EC:010, EC LAP 2) (CS)</p> <p>Determine factors affecting business risk (EC:011, EC LAP 3) (CS)</p> <p>Explain the concept of competition (EC:012, EC LAP 8) (CS)</p>
Topic	Cost-Profit Relationships
Performance Indicators	<p>Explain the concept of productivity (EC:013, EC LAP 18) (CS)</p> <p>Analyze the impact of specialization/division of labor on productivity (EC:014, EC LAP 7) (SP)</p> <p>Explain the concept of organized labor and business (EC:015, EC LAP 5) (SP)</p> <p>Explain the law of diminishing returns (EC:023) (SP)</p>
Topic	Economic Indicators/Trends
Performance Indicators	<p>Explain measures used to analyze economic conditions (EC:043) (SP)</p> <p>Explain the nature of the Consumer Price Index (EC:044) (SP)</p> <p>Explain the concept of Gross Domestic Product (EC:017, EC LAP 1) (SP)</p> <p>Determine the impact of business cycles on business activities (EC:018, EC LAP 9) (SP)</p> <p>Describe the nature of current economic problems (EC:038) (SP)</p>
Topic	International Concepts
Performance Indicators	<p>Explain the nature of international trade (EC:016, EC LAP 4) (SP)</p> <p>Identify the impact of cultural and social environments on world trade (EC:045) (SP)</p>

COMMUNICATION AND INTERPERSONAL SKILLS**Topic****Fundamentals of Communication****Performance Indicators**

Explain the nature of effective communications (CO:015) (PQ)
 Apply effective listening skills (CO:017) (PQ)
 Use proper grammar and vocabulary (CO:004) (PQ)
 Reinforce service orientation through communication (CO:018) (CS)
 Explain the nature of effective verbal communications (CO:147) (PQ)
 Address people properly (CO:005) (PQ)
 Handle telephone calls in a businesslike manner (CO:114) (CS)
 Persuade others (CO:024) (SP)
 Make oral presentations (CO:025) (SP)
 Explain the nature of written communications (CO:016) (CS)
 Write business letters (CO:133) (CS)
 Write informational messages (CO:039) (CS)
 Write inquiries (CO:040) (CS)
 Write persuasive messages (CO:031) (SP)
 Prepare simple written reports (CO:094) (SP)
 Use communications technologies/systems (e.g., e-mail, faxes, voice mail, cell phones, etc.) (CO:041) (CS)

Topic**Staff Communications****Performance Indicators**

Follow directions (CO:119) (PQ)
 Explain the nature of staff communication (CO:014) (CS)
 Explain the use of interdepartmental/company communications (CO:011) (CS)

Topic**Ethics in Communication****Performance Indicators**

Respect the privacy of others (CO:042) (PQ)
 Describe ethical considerations in providing information (CO:043) (SP)

Topic**Group Working Relationships****Performance Indicators**

Treat others fairly at work (IS:001, HR LAP 24) (PQ)
 Develop cultural sensitivity (IS:002) (CS)
 Foster positive working relationships (IS:003, HR LAPs 1,9) (CS)
 Participate as a team member (IS:004) (CS)

Topic**Customer Relationships****Performance Indicators**

Explain the nature of positive customer/client relations (IS:005) (CS)
 Demonstrate a customer-service mindset (IS:006, HR LAP 32) (CS)
 Handle customer inquiries (IS:007) (CS)

COMMUNICATION AND INTERPERSONAL SKILLS**Topic****Dealing with Conflict****Performance Indicators**

Show empathy for others (IS:009, HR LAP 17) (PQ)
 Use appropriate assertiveness (IS:010, HR LAP 16) (PQ)
 Demonstrate problem-solving skills (IS:011) (PQ)
 Demonstrate negotiation skills (IS:012) (SP)
 Handle difficult customers (IS:013, HR LAP 21) (CS)
 Interpret business policies to customers/clients (IS:014, HR LAP 25) (CS)
 Handle customer/client complaints (IS:015, HR LAP 23) (CS)
 Handle situations when the customer is at fault (IS:016) (CS)
 Explain the nature of organizational change (IS:017) (SP)
 Describe the nature of organizational conflict (IS:018) (SP)
 Explain the nature of stress management (IS:019) (SP)

PROFESSIONAL DEVELOPMENT**Topic****Self-Understanding****Performance Indicators**

Identify desirable personality traits important to business (PD:001, HR LAP 10) (PQ)
 Maintain appropriate personal appearance (PD:002, HR LAP 13) (PQ)
 Maintain positive attitude (PD:003, HR LAP 11) (PQ)
 Demonstrate interest and enthusiasm (PD:004, HR LAP 20) (PQ)
 Demonstrate responsible behavior (PD:005, HR LAP 5) (PQ)
 Demonstrate honesty and integrity (PD:006, HR LAP 19) (PQ)
 Recognize personal biases and stereotypes (PD:007) (PQ)
 Demonstrate ethical work habits (PD:008, HR LAP 33) (PQ)
 Demonstrate orderly and systematic behavior (PD:009, HR LAP 4) (PQ)
 Demonstrate initiative (PD:010, HR LAP 14) (PQ)
 Demonstrate self-control (PD:011, HR LAP 18) (PQ)
 Demonstrate appropriate creativity (PD:012, HR LAP 15) (SP)

Topic**Self-Development****Performance Indicators**

Assess personal interests and skills needed for success in business (PD:013, HR LAP 2) (PQ)
 Explain the concept of self-esteem (PD:014, HR LAP 12) (PQ)
 Use feedback for personal growth (PD:015, HR LAP 3) (PQ)
 Adjust to change (PD:016, HR LAP 8) (PQ)
 Make decisions (PD:017) (CS)
 Set personal goals (PD:018, HR LAP 6) (CS)
 Use time-management principles (PD:019, HR LAP 22) (SP)

Topic**PROFESSIONAL DEVELOPMENT****Career Planning****Performance Indicators**

Analyze employer expectations in the business environment (PD:020) (PQ)
 Explain the rights of workers (PD:021) (PQ)
 Identify sources of career information (PD:022) (CS)
 Identify tentative occupational interest (PD:023) (CS)
 Explain employment opportunities in marketing (PD:024, CD LAP 2) (CS)
 Explain employment opportunities in business (PD:025) (CS)

Topic**Job-Seeking Skills****Performance Indicators**

Utilize job-search strategies (PD:026) (PQ)
 Complete a job application (PD:027) (PQ)
 Interview for a job (PD:028) (PQ)
 Write a follow-up letter after job interviews (PD:029) (CS)
 Write a letter of application (PD:030) (CS)
 Prepare a résumé (PD:031) (CS)

Topic**Continuing Development****Performance Indicators**

Describe techniques for obtaining work experience (e.g., volunteer activities, internships) (PD:032) (PQ)
 Explain the need for ongoing education as a worker (PD:033) (PQ)
 Explain possible advancement patterns for jobs (PD:034) (PQ)
 Identify skills needed to enhance career progression (PD:035) (SP)
 Utilize resources that can contribute to professional development (e.g., trade journals/periodicals, professional/trade associations, classes/seminars, trade shows, and mentors) (PD:036) (SP)
 Use networking techniques for professional growth (PD:037) (SP)

BUSINESS, MANAGEMENT, AND ENTREPRENEURSHIP**Topic****Business Fundamentals****Performance Indicators**

Explain the role of business in society (BA:001, MB LAP 6) (CS)
 Describe types of business activities (BA:002, MB LAP 10) (CS)
 Explain marketing and its importance in a global economy (BA:003, MB LAP 1) (CS)
 Describe marketing functions and related activities (BA:004, MB LAP 2) (CS)
 Explain the nature and scope of purchasing (BA:005) (CS)
 Explain company buying/purchasing policies (BA:006) (SP)
 Explain the nature of the buying process (BA:007) (SP)
 Explain the nature of buyer reputation/vendor relationships (BA:008) (SP)
 Conduct vendor search (BA:009) (SP)
 Explain the concept of production (BA:013, MB LAP 11) (CS)
 Explain the concept of accounting (BA:014, MB LAP 9) (CS)
 Calculate net sales (BA:015) (SP)
 Describe the nature of cash flow statements (BA:016, MN LAP 60) (SP)
 Explain the nature of balance sheets (BA:018) (SP)
 Describe the nature of profit-and-loss statements (BA:020, MN LAP 61) (SP)
 Explain the concept of management (BA:022, MB LAP 8) (CS)
 Describe the nature of business records (BA:023, MN LAP 58) (SP)
 Describe the nature of budgets (BA:024, MN LAP 59) (SP)
 Describe crucial elements of a quality culture (BA:025) (SP)
 Explain types of business ownership (BA:028, MB LAP 7) (CS)
 Describe current business trends (BA:029) (SP)

Topic**Technological Tools****Performance Indicators**

Identify ways that technology impacts business (BA:030) (CS)
 Demonstrate basic word-processing skills (BA:031) (CS)
 Demonstrate basic presentation software skills (BA:032) (CS)
 Demonstrate basic database skills (BA:033) (CS)
 Demonstrate basic spreadsheet skills (BA:034) (CS)
 Demonstrate basic search skills on the Web (BA:035) (CS)

Topic**Business Risks****Performance Indicators**

Explain types of business risk (BA:036) (CS)
 Describe the concept of insurance (BA:038) (CS)
 Explain routine security precautions (BA:041, RM LAP 4) (CS)
 Follow safety precautions (BA:046, RM LAP 2) (CS)
 Explain procedures for handling accidents (BA:047, RM LAP 3) (CS)
 Explain procedures for dealing with workplace threats (BA:048) (CS)

BUSINESS, MANAGEMENT, AND ENTREPRENEURSHIP**Topic****Business Regulation****Performance Indicators**

Describe legal issues affecting businesses (BA:053) (SP)
 Describe the nature of legally binding contracts (BA:054) (SP)

Topic**Organizing****Performance Indicators**

Develop project plan (MN:153) (SP)

Topic**Leading****Performance Indicators**

Orient new employees (MN:078) (CS)

Topic**Controlling****Performance Indicators**

Explain the nature of overhead/operating costs (MN:081) (SP)
 Explain employee's role in expense control (MN:016, MN LAP 57) (SP)
 Describe the nature of managerial control (control process, types of control, what is controlled) (MN:135) (SP)
 Identify routine activities for maintaining business facilities and equipment (MN:157) (SP)

DISTRIBUTION**Topic****Nature and Scope****Performance Indicators**

Explain the nature and scope of distribution (DS:001, DS LAP 1) (CS)
 Explain the nature of channels of distribution (DS:055, MB LAP 3) (CS)
 Describe the use of technology in the distribution function (DS:054) (CS)
 Explain legal considerations in distribution (DS:058) (SP)
 Describe ethical considerations in distribution (DS:059) (SP)

Topic**Order Fulfillment****Performance Indicators**

Explain the relationship between customer service and distribution (DS:029) (CS)
 Prepare invoices (DS:030) (CS)
 Use an information system for order fulfillment (DS:056) (CS)

Topic**DISTRIBUTION****Warehousing/Stock Handling****Performance Indicators**

Explain the receiving process (DS:004, DS LAP 5) (CS)
 Explain shipping processes (DS:057) (CS)
 Explain storing considerations (DS:013) (CS)
 Explain the nature of warehousing (DS:032) (CS)

Topic**Management of Distribution****Performance Indicators**

Coordinate distribution with other marketing activities (DS:048) (SP)
 Explain the nature of channel-member relationships (DS:049) (SP)

FINANCING**Topic****Nature and Scope****Performance Indicators**

Explain the nature and scope of financing (FI:001) (CS)
 Describe the use of technology in the financing function (FI:038) (SP)

Topic**Extending Credit****Performance Indicators**

Explain the purposes and importance of credit (FI:002, FI LAP 2) (CS)

MARKETING-INFORMATION MANAGEMENT**Topic****Nature and Scope****Performance Indicators**

Describe the need for marketing information (IM:012) (CS)
 Explain the nature and scope of the marketing-information management function (IM:001, IM LAP 2) (SP)
 Explain the role of ethics in marketing-information management (IM:025) (SP)
 Describe the use of technology in the marketing-information management function (IM:183) (SP)

MARKETING-INFORMATION MANAGEMENT**Topic****Information Gathering****Performance Indicators**

Identify information monitored for marketing decision making (IM:184) (SP)
 Describe sources of secondary data (IM:011) (SP)
 Search the Internet for marketing information (IM:185) (SP)
 Monitor internal records for marketing information (IM:186) (SP)
 Collect marketing information from others (e.g., customers, staff, vendors) (IM:187) (SP)
 Conduct an environmental scan to obtain marketing information (IM:188) (SP)
 Explain the nature of marketing research in a marketing-information management system (IM:010, IM LAP 5) (SP)

Topic**Information Processing****Performance Indicators**

Describe techniques for processing marketing information (IM:062) (SP)
 Explain the use of databases in organizing marketing data (IM:063) (SP)
 Design a database for retrieval of information (IM:189) (SP)
 Use database for information analysis (IM:190) (SP)
 Interpret descriptive statistics for marketing decision making (IM:191) (SP)

Topic**Information Reporting****Performance Indicators**

Write marketing reports (IM:192) (SP)
 Present report findings and recommendations (IM:193) (SP)

Topic**Marketing Planning****Performance Indicators**

Explain the concept of marketing strategies (IM:194, MB LAP 4) (CS)
 Explain the concept of market and market identification (IM:196, MB LAP 5) (CS)
 Explain the nature of marketing plans (IM:197) (SP)
 Explain the role of situational analysis in the marketing-planning process (IM:140) (SP)
 Explain the nature of sales forecasts (IM:003, IM LAP 3) (SP)

Topic	PRICING
Performance Indicators	Nature and Scope Explain the nature and scope of the pricing function (PI:001, PI LAP 2) (SP) Describe the role of business ethics in pricing (PI:015) (SP) Explain the use of technology in the pricing function (PI:016) (SP) Explain legal considerations for pricing (PI:017) (SP)
Topic	Determining Prices
Performance Indicators	Explain factors affecting pricing decisions (PI:002, PI LAP 3) (SP)
Topic	PRODUCT/SERVICE MANAGEMENT
Performance Indicators	Nature and Scope Explain the nature and scope of the product/service management function (PM:001, PP LAP 5) (SP) Identify the impact of product life cycles on marketing decisions (PM:024) (SP) Describe the use of technology in the product/service management function (PM:039) (SP) Explain business ethics in product/service management (PM:040) (SP)
Topic	Quality Assurances
Performance Indicators	Describe the uses of grades and standards in marketing (PM:019, PM LAP 8) (CS) Explain warranties and guarantees (PM:020, PP LAP 4) (CS) Identify consumer protection provisions of appropriate agencies (PM:017, PP LAP 7) (SP)
Topic	Product Mix
Performance Indicators	Explain the concept of product mix (PM:003, PP LAP 3) (SP) Describe the nature of product bundling (PM:041) (SP)
Topic	Positioning
Performance Indicators	Describe factors used by marketers to position products/businesses (PM:042) (SP) Explain the nature of branding (PM:021, PP LAP 6) (SP)

Topic**Performance Indicators****PROMOTION****Nature and Scope**

Explain the communication process used in promotion (PR:084) (CS)
 Explain the role of promotion as a marketing function (PR:001, PR LAP 2) (CS)
 Explain the types of promotion (PR:002, PR LAP 4) (CS)
 Identify the elements of the promotional mix (PR:003, PR LAP 1) (SP)
 Describe the use of business ethics in promotion (PR:099) (SP)
 Describe the use of technology in the promotion function (PR:100) (SP)
 Describe the regulation of promotion (PR:101) (SP)

Topic**Performance Indicators****Advertising**

Explain the types of advertising media (PR:007, PR LAP 3) (SP)
 Explain components of advertisements (PR:014, PR LAP 7) (SP)
 Write promotional messages that appeal to targeted markets (PR:016, PR LAP 9) (SP)
 Explain the nature of direct advertising strategies (PR:089) (SP)
 Describe considerations in using databases in advertising (PR:091) (SP)
 Create web site (PR:102) (SP)
 Calculate media costs (PR:009, PR LAP 6) (SP)

Topic**Performance Indicators****Publicity/Public Relations**

Write a news release (PR:057, PR LAP 10) (SP)

Topic**Performance Indicators****Management of Promotion**

Explain the nature of a promotional plan (PR:073) (SP)
 Coordinate activities in the promotional mix (PR:076) (SP)

Topic	SELLING
Performance Indicators	<p>Nature and Scope</p> <p>Explain the nature and scope of the selling function (SE:017, SE LAP 117) (CS)</p> <p>Explain the role of customer service as a component of selling relationships (SE:076) (CS)</p> <p>Explain key factors in building a clientele (SE:828, SE LAP 115) (SP)</p> <p>Explain company selling policies (SE:932, SE LAP 121) (CS)</p> <p>Explain business ethics in selling (SE:106) (SP)</p> <p>Describe the use of technology in the selling function (SE:107) (SP)</p> <p>Describe the nature of selling regulations (SE:108) (SP)</p>
Topic	Product Knowledge
Performance Indicators	<p>Acquire product information for use in selling (SE:062) (CS)</p> <p>Analyze product information to identify product features and benefits (SE:109) (SP)</p>
Topic	Process and Techniques
Performance Indicators	<p>Explain the selling process (SE:048, SE LAP 126) (CS)</p> <p>Prepare for the sales presentation (SE:067) (SP)</p> <p>Establish relationship with client/customer (SE:110) (CS)</p> <p>Address needs of individual personalities (SE:810, SE LAP 112) (SP)</p> <p>Determine customer/client needs (SE:111) (CS)</p> <p>Identify customer's buying motives for use in selling (SE:883, SE LAPs 102,109) (SP)</p> <p>Facilitate customer buying decisions (SE:811, SE LAP 108) (SP)</p> <p>Differentiate between consumer and organizational buying behavior (SE:112) (SP)</p> <p>Assess customer/client needs (SE:113) (SP)</p> <p>Recommend specific product (SE:114) (CS)</p> <p>Demonstrate product (SE:893, SE LAP 103) (SP)</p> <p>Prescribe solution to customer needs (SE:115) (SP)</p> <p>Convert customer/client objections into selling points (SE:874, SE LAP 100) (SP)</p> <p>Close the sale (SE:895, SE LAP 107) (SP)</p> <p>Demonstrate suggestion selling (SE:875, SE LAP 110) (SP)</p> <p>Sell good/service/idea to individuals (SE:046) (SP)</p> <p>Sell good/service/idea to groups (SE:073) (SP)</p> <p>Plan follow-up strategies for use in selling (SE:057, SE LAP 119) (SP)</p>

Topic**Performance Indicators****SELLING****Support Activities**

Calculate miscellaneous charges (SE:116) (CS)
Process sales documentation (SE:117) (SP)
Prospect for customers (SE:001, SE LAP 116) (SP)
 Write sales letters (SE:118) (SP)
Create a presentation software package to support sales presentation (SE:119) (SP)

Topic**Performance Indicators****Management of Selling Activities**

Plan strategies for meeting sales quotas (SE:864, SE LAP 118) (SP)

Performance Indicators

Section 2

Prerequisite and Career-Sustaining Levels

Topic**Performance Indicators****ECONOMICS****Basic Concepts**

Distinguish between economic goods and services (EC:002, EC LAP 10) (CS)
 Explain the concept of economic resources (EC:003, EC LAP 14) (CS)
 Describe the nature of economics and economic activities (EC:001, EC LAP 6) (CS)
 Determine forms of economic utility created by marketing activities (EC:004, EC LAP 13) (CS)
 Explain the principles of supply and demand (EC:005, EC LAP 11) (CS)
 Describe the concept of price (EC:006, EC LAP 12) (CS)

Topic**Performance Indicators****Economic Systems**

Explain the types of economic systems (EC:007, EC LAP 17) (CS)
 Determine the relationship between government and business (EC:008, EC LAP 16) (CS)
 Explain the concept of private enterprise (EC:009, EC LAP 15) (CS)
 Identify factors affecting a business's profit (EC:010, EC LAP 2) (CS)
 Determine factors affecting business risk (EC:011, EC LAP 3) (CS)
 Explain the concept of competition (EC:012, EC LAP 8) (CS)

Topic**Performance Indicators****Cost-Profit Relationships**

Explain the concept of productivity (EC:013, EC LAP 18) (CS)

COMMUNICATION AND INTERPERSONAL SKILLS**Topic****Performance Indicators****Fundamentals of Communication**

Explain the nature of effective communications (CO:015) (PQ)
 Apply effective listening skills (CO:017) (PQ)
 Use proper grammar and vocabulary (CO:004) (PQ)
 Reinforce service orientation through communication (CO:018) (CS)
 Explain the nature of effective verbal communications (CO:147) (PQ)
 Address people properly (CO:005) (PQ)
 Handle telephone calls in a businesslike manner (CO:114) (CS)
 Explain the nature of written communications (CO:016) (CS)
 Write business letters (CO:133) (CS)
 Write informational messages (CO:039) (CS)
 Write inquiries (CO:040) (CS)
 Use communications technologies/systems (e.g., e-mail, faxes, voice mail, cell phones, etc.) (CO:041) (CS)

COMMUNICATION AND INTERPERSONAL SKILLS**Topic****Staff Communications****Performance Indicators**

Follow directions (CO:119) (PQ)
 Explain the nature of staff communication (CO:014) (CS)
 Explain the use of interdepartmental/company communications (CO:011) (CS)

Topic**Ethics in Communication****Performance Indicators**

Respect the privacy of others (CO:042) (PQ)

Topic**Group Working Relationships****Performance Indicators**

Treat others fairly at work (IS:001, HR LAP 24) (PQ)
 Develop cultural sensitivity (IS:002) (CS)
 Foster positive working relationships (IS:003, HR LAPs 1,9) (CS)
 Participate as a team member (IS:004) (CS)

Topic**Customer Relationships****Performance Indicators**

Explain the nature of positive customer/client relations (IS:005) (CS)
 Demonstrate a customer-service mindset (IS:006, HR LAP 32) (CS)
 Handle customer inquiries (IS:007) (CS)

Topic**Dealing with Conflict****Performance Indicators**

Show empathy for others (IS:009, HR LAP 17) (PQ)
 Use appropriate assertiveness (IS:010, HR LAP 16) (PQ)
 Demonstrate problem-solving skills (IS:011) (PQ)
 Handle difficult customers (IS:013, HR LAP 21) (CS)
 Interpret business policies to customers/clients (IS:014, HR LAP 25) (CS)
 Handle customer/client complaints (IS:015, HR LAP 23) (CS)
 Handle situations when the customer is at fault (IS:016) (CS)

	PROFESSIONAL DEVELOPMENT
Topic	Self-Understanding
Performance Indicators	Identify desirable personality traits important to business (PD:001, HR LAP 10) (PQ) Maintain appropriate personal appearance (PD:002, HR LAP 13) (PQ) Maintain positive attitude (PD:003, HR LAP 11) (PQ) Demonstrate interest and enthusiasm (PD:004, HR LAP 20) (PQ) Demonstrate responsible behavior (PD:005, HR LAP 5) (PQ) Demonstrate honesty and integrity (PD:006, HR LAP 19) (PQ) Recognize personal biases and stereotypes (PD:007) (PQ) Demonstrate ethical work habits (PD:008, HR LAP 33) (PQ) Demonstrate orderly and systematic behavior (PD:009, HR LAP 4) (PQ) Demonstrate initiative (PD:010, HR LAP 14) (PQ) Demonstrate self-control (PD:011, HR LAP 18) (PQ)
Topic	Self-Development
Performance Indicators	Assess personal interests and skills needed for success in business (PD:013, HR LAP 2) (PQ) Explain the concept of self-esteem (PD:014, HR LAP 12) (PQ) Use feedback for personal growth (PD:015, HR LAP 3) (PQ) Adjust to change (PD:016, HR LAP 8) (PQ) Make decisions (PD:017) (CS) Set personal goals (PD:018, HR LAP 6) (CS)
Topic	Career Planning
Performance Indicators	Analyze employer expectations in the business environment (PD:020) (PQ) Explain the rights of workers (PD:021) (PQ) Identify sources of career information (PD:022) (CS) Identify tentative occupational interest (PD:023) (CS) Explain employment opportunities in marketing (PD:024, CD LAP 2) (CS) Explain employment opportunities in business (PD:025) (CS)
Topic	Job-Seeking Skills
Performance Indicators	Utilize job-search strategies (PD:026) (PQ) Complete a job application (PD:027) (PQ) Interview for a job (PD:028) (PQ) Write a follow-up letter after job interviews (PD:029) (CS) Write a letter of application (PD:030) (CS) Prepare a résumé (PD:031) (CS)

Topic**Performance Indicators****PROFESSIONAL DEVELOPMENT****Continuing Development**

Describe techniques for obtaining work experience (e.g., volunteer activities, internships) (PD:032) (PQ)
 Explain the need for ongoing education as a worker (PD:033) (PQ)
 Explain possible advancement patterns for jobs (PD:034) (PQ)

Topic**Performance Indicators****BUSINESS, MANAGEMENT, AND ENTREPRENEURSHIP****Business Fundamentals**

Explain the role of business in society (BA:001, MB LAP 6) (CS)
 Describe types of business activities (BA:002, MB LAP 10) (CS)
 Explain marketing and its importance in a global economy (BA:003, MB LAP 1) (CS)
 Describe marketing functions and related activities (BA:004, MB LAP 2) (CS)
 Explain the nature and scope of purchasing (BA:005) (CS)
 Explain the concept of production (BA:013, MB LAP 11) (CS)
 Explain the concept of accounting (BA:014, MB LAP 9) (CS)
 Explain the concept of management (BA:022, MB LAP 8) (CS)
 Explain types of business ownership (BA:028, MB LAP 7) (CS)

Topic**Performance Indicators****Technological Tools**

Identify ways that technology impacts business (BA:030) (CS)
 Demonstrate basic word-processing skills (BA:031) (CS)
 Demonstrate basic presentation software skills (BA:032) (CS)
 Demonstrate basic database skills (BA:033) (CS)
 Demonstrate basic spreadsheet skills (BA:034) (CS)
 Demonstrate basic search skills on the Web (BA:035) (CS)

Topic**Performance Indicators****Business Risks**

Explain types of business risk (BA:036) (CS)
 Describe the concept of insurance (BA:038) (CS)
 Explain routine security precautions (BA:041, RM LAP 4) (CS)
 Follow safety precautions (BA:046, RM LAP 2) (CS)
 Explain procedures for handling accidents (BA:047, RM LAP 3) (CS)
 Explain procedures for dealing with workplace threats (BA:048) (CS)

Topic**Performance Indicators****Leading**

Orient new employees (MN:078) (CS)

	DISTRIBUTION
Topic	Nature and Scope
Performance Indicators	<p>Explain the nature and scope of distribution (DS:001, DS LAP 1) (CS)</p> <p>Explain the nature of channels of distribution (DS:055, MB LAP 3) (CS)</p> <p>Describe the use of technology in the distribution function (DS:054) (CS)</p>
Topic	Order Fulfillment
Performance Indicators	<p>Explain the relationship between customer service and distribution (DS:029) (CS)</p> <p>Prepare invoices (DS:030) (CS)</p> <p>Use an information system for order fulfillment (DS:056) (CS)</p>
Topic	Warehousing/Stock Handling
Performance Indicators	<p>Explain the receiving process (DS:004, DS LAP 5) (CS)</p> <p>Explain shipping processes (DS:057) (CS)</p> <p>Explain storing considerations (DS:013) (CS)</p> <p>Explain the nature of warehousing (DS:032) (CS)</p>
	FINANCING
Topic	Nature and Scope
Performance Indicators	<p>Explain the nature and scope of financing (FI:001) (CS)</p>
Topic	Extending Credit
Performance Indicators	<p>Explain the purposes and importance of credit (FI:002, FI LAP 2) (CS)</p>
	MARKETING-INFORMATION MANAGEMENT
Topic	Nature and Scope
Performance Indicators	<p>Describe the need for marketing information (IM:012) (CS)</p>
Topic	Marketing Planning
Performance Indicators	<p>Explain the concept of marketing strategies (IM:194, MB LAP 4) (CS)</p> <p>Explain the concept of market and market identification (IM:196, MB LAP 5) (CS)</p>

PRODUCT/SERVICE MANAGEMENT	
Topic	Quality Assurances
Performance Indicators	Describe the uses of grades and standards in marketing (PM:019, PM LAP 8) (CS) Explain warranties and guarantees (PM:020, PP LAP 4) (CS)
PROMOTION	
Topic	Nature and Scope
Performance Indicators	Explain the communication process used in promotion (PR:084) (CS) Explain the role of promotion as a marketing function (PR:001, PR LAP 2) (CS) Explain the types of promotion (PR:002, PR LAP 4) (CS)
SELLING	
Topic	Nature and Scope
Performance Indicators	Explain the nature and scope of the selling function (SE:017, SE LAP 117) (CS) Explain the role of customer service as a component of selling relationships (SE:076) (CS) Explain company selling policies (SE:932, SE LAP 121) (CS)
Topic	Product Knowledge
Performance Indicators	Acquire product information for use in selling (SE:062) (CS)
Topic	Process and Techniques
Performance Indicators	Explain the selling process (SE:048, SE LAP 126) (CS) Establish relationship with client/customer (SE:110) (CS) Determine customer/client needs (SE:111) (CS) Recommend specific product (SE:114) (CS)
Topic	Support Activities
Performance Indicators	Calculate miscellaneous charges (SE:116) (CS)

Performance Indicators

Section 2

Career-Sustaining and Specialist Levels

Topic**Performance Indicators****ECONOMICS****Basic Concepts**

Distinguish between economic goods and services (EC:002, EC LAP 10) (CS)
 Explain the concept of economic resources (EC:003, EC LAP 14) (CS)
 Describe the nature of economics and economic activities (EC:001, EC LAP 6) (CS)
 Determine forms of economic utility created by marketing activities (EC:004, EC LAP 13) (CS)
 Explain the principles of supply and demand (EC:005, EC LAP 11) (CS)
 Describe the concept of price (EC:006, EC LAP 12) (CS)

Topic**Performance Indicators****Economic Systems**

Explain the types of economic systems (EC:007, EC LAP 17) (CS)
 Determine the relationship between government and business (EC:008, EC LAP 16) (CS)
 Explain the concept of private enterprise (EC:009, EC LAP 15) (CS)
 Identify factors affecting a business's profit (EC:010, EC LAP 2) (CS)
 Determine factors affecting business risk (EC:011, EC LAP 3) (CS)
 Explain the concept of competition (EC:012, EC LAP 8) (CS)

Topic**Performance Indicators****Cost-Profit Relationships**

Explain the concept of productivity (EC:013, EC LAP 18) (CS)
 Analyze the impact of specialization/division of labor on productivity (EC:014, EC LAP 7) (SP)
 Explain the concept of organized labor and business (EC:015, EC LAP 5) (SP)
 Explain the law of diminishing returns (EC:023) (SP)

Topic**Performance Indicators****Economic Indicators/Trends**

Explain measures used to analyze economic conditions (EC:043) (SP)
 Explain the nature of the Consumer Price Index (EC:044) (SP)
 Explain the concept of Gross Domestic Product (EC:017, EC LAP 1) (SP)
 Determine the impact of business cycles on business activities (EC:018, EC LAP 9) (SP)
 Describe the nature of current economic problems (EC:038) (SP)

Topic**Performance Indicators****International Concepts**

Explain the nature of international trade (EC:016, EC LAP 4) (SP)
 Identify the impact of cultural and social environments on world trade (EC:045) (SP)

COMMUNICATION AND INTERPERSONAL SKILLS**Topic****Fundamentals of Communication****Performance Indicators**

Reinforce service orientation through communication (CO:018) (CS)
 Handle telephone calls in a businesslike manner (CO:114) (CS)
 Persuade others (CO:024) (SP)
 Make oral presentations (CO:025) (SP)
 Explain the nature of written communications (CO:016) (CS)
 Write business letters (CO:133) (CS)
 Write informational messages (CO:039) (CS)
 Write inquiries (CO:040) (CS)
 Write persuasive messages (CO:031) (SP)
 Prepare simple written reports (CO:094) (SP)
 Use communications technologies/systems (e.g., e-mail, faxes, voice mail, cell phones, etc.) (CO:041)(CS)

Topic**Staff Communications****Performance Indicators**

Explain the nature of staff communication (CO:014) (CS)
 Explain the use of inter-departmental/company communications (CO:011) (CS)

Topic**Ethics in Communication****Performance Indicators**

Describe ethical considerations in providing information (CO:043) (SP)

Topic**Group Working Relationships****Performance Indicators**

Develop cultural sensitivity (IS:002) (CS)
 Foster positive working relationships (IS:003, HR LAPs 1,9) (CS)
 Participate as a team member (IS:004) (CS)

Topic**Customer Relationships****Performance Indicators**

Explain the nature of positive customer/client relations (IS:005) (CS)
 Demonstrate a customer-service mindset (IS:006, HR LAP 32) (CS)
 Handle customer inquiries (IS:007) (CS)

COMMUNICATION AND INTERPERSONAL SKILLS**Topic****Dealing with Conflict****Performance Indicators**

Demonstrate negotiation skills (IS:012) (SP)
 Handle difficult customers (IS:013, HR LAP 21) (CS)
 Interpret business policies to customers/clients (IS:014, HR LAP 25) (CS)
 Handle customer/client complaints (IS:015, HR LAP 23) (CS)
 Handle situations when the customer is at fault (IS:016) (CS)
 Explain the nature of organizational change (IS:017) (SP)
 Describe the nature of organizational conflict (IS:018) (SP)
 Explain the nature of stress management (IS:019) (SP)

PROFESSIONAL DEVELOPMENT**Topic****Self-Understanding****Performance Indicators**

Demonstrate appropriate creativity (PD:012, HR LAP 15) (SP)

Topic**Self-Development****Performance Indicators**

Make decisions (PD:017) (CS)
 Set personal goals (PD:018, HR LAP 6) (CS)
 Use time-management principles (PD:019, HR LAP 22) (SP)

Topic**Career Planning****Performance Indicators**

Identify sources of career information (PD:022) (CS)
 Identify tentative occupational interest (PD:023) (CS)
 Explain employment opportunities in marketing (PD:024, CD LAP 2) (CS)
 Explain employment opportunities in business (PD:025) (CS)

Topic**Job-Seeking Skills****Performance Indicators**

Write a follow-up letter after job interviews (PD:029) (CS)
 Write a letter of application (PD:030) (CS)
 Prepare a résumé (PD:031) (CS)

Topic**Continuing Development****Performance Indicators**

Identify skills needed to enhance career progression (PD:035) (SP)
 Utilize resources that can contribute to professional development (e.g., trade journals/periodicals, professional/trade associations, classes/seminars, trade shows, and mentors) (PD:036) (SP)
 Use networking techniques for professional growth (PD:037) (SP)

Topic**Performance Indicators****BUSINESS, MANAGEMENT, AND ENTREPRENEURSHIP****Business Fundamentals**

Explain the role of business in society (BA:001, MB LAP 6) (CS)
 Describe types of business activities (BA:002, MB LAP 10) (CS)
 Explain marketing and its importance in a global economy (BA:003, MB LAP 1) (CS)
 Describe marketing functions and related activities (BA:004, MB LAP 2) (CS)
 Explain the nature and scope of purchasing (BA:005) (CS)
 Explain company buying/purchasing policies (BA:006) (SP)
 Explain the nature of the buying process (BA:007) (SP)
 Explain the nature of buyer reputation/vendor relationships (BA:008) (SP)
 Conduct vendor search (BA:009) (SP)
 Explain the concept of production (BA:013, MB LAP 11) (CS)
 Explain the concept of accounting (BA:014, MB LAP 9) (CS)
 Calculate net sales (BA:015) (SP)
 Describe the nature of cash flow statements (BA:016, MN LAP 60) (SP)
 Explain the nature of balance sheets (BA:018) (SP)
 Describe the nature of profit-and-loss statements (BA:020, MN LAP 61) (SP)
 Explain the concept of management (BA:022, MB LAP 8) (CS)
 Describe the nature of business records (BA:023, MN LAP 58) (SP)
 Describe the nature of budgets (BA:024, MN LAP 59) (SP)
 Describe crucial elements of a quality culture (BA:025) (SP)
 Explain types of business ownership (BA:028, MB LAP 7) (CS)
 Describe current business trends (BA:029) (SP)

Topic**Performance Indicators****Technological Tools**

Identify ways that technology impacts business (BA:030) (CS)
 Demonstrate basic word-processing skills (BA:031) (CS)
 Demonstrate basic presentation software skills (BA:032) (CS)
 Demonstrate basic database skills (BA:033) (CS)
 Demonstrate basic spreadsheet skills (BA:034) (CS)
 Demonstrate basic search skills on the Web (BA:035) (CS)

Topic**Performance Indicators****Business Risks**

Explain types of business risk (BA:036) (CS)
 Describe the concept of insurance (BA:038) (CS)
 Explain routine security precautions (BA:041, RM LAP 4) (CS)
 Follow safety precautions (BA:046, RM LAP 2) (CS)
 Explain procedures for handling accidents (BA:047, RM LAP 3) (CS)
 Explain procedures for dealing with workplace threats (BA:048) (CS)

BUSINESS, MANAGEMENT, AND ENTREPRENEURSHIP**Topic****Business Regulation****Performance Indicators**

Describe legal issues affecting businesses (BA:053) (SP)
Describe the nature of legally binding contracts (BA:054) (SP)

Topic**Organizing****Performance Indicators**

Develop project plan (MN:153) (SP)

Topic**Leading****Performance Indicators**

Orient new employees (MN:078) (CS)

Topic**Controlling****Performance Indicators**

Explain the nature of overhead/operating costs (MN:081) (SP)
Explain employee's role in expense control (MN:016, MN LAP 57) (SP)
Describe the nature of managerial control (control process, types of control, what is controlled) (MN:135) (SP)
Identify routine activities for maintaining business facilities and equipment (MN:157) (SP)

DISTRIBUTION**Topic****Nature and Scope****Performance Indicators**

Explain the nature and scope of distribution (DS:001, DS LAP 1) (CS)
Explain the nature of channels of distribution (DS:055, MB LAP 3) (CS)
Describe the use of technology in the distribution function (DS:054) (CS)
Explain legal considerations in distribution (DS:058) (SP)
Describe ethical considerations in distribution (DS:059) (SP)

Topic**Order Fulfillment****Performance Indicators**

Explain the relationship between customer service and distribution (DS:029) (CS)
Prepare invoices (DS:030) (CS)
Use an information system for order fulfillment (DS:056) (CS)

Topic**Warehousing/Stock Handling****Performance Indicators**

Explain the receiving process (DS:004, DS LAP 5) (CS)
Explain shipping processes (DS:057) (CS)
Explain storing considerations (DS:013) (CS)
Explain the nature of warehousing (DS:032) (CS)

Topic Performance Indicators	DISTRIBUTION Management of Distribution Coordinate distribution with other marketing activities (DS:048) (SP) Explain the nature of channel-member relationships (DS:049) (SP)
Topic Performance Indicators	FINANCING Nature and Scope Explain the nature and scope of financing (FI:001) (CS) Describe the use of technology in the financing function (FI:038) (SP)
Topic Performance Indicators	Extending Credit Explain the purposes and importance of credit (FI:002, FI LAP 2) (CS)
Topic Performance Indicators	MARKETING-INFORMATION MANAGEMENT Nature and Scope Describe the need for marketing information (IM:012) (CS) Explain the nature and scope of the marketing-information management function (IM:001, IM LAP 2) (SP) Explain the role of ethics in marketing-information management (IM:025) (SP) Describe the use of technology in the marketing-information management function (IM:183) (SP)
Topic Performance Indicators	Information Gathering Identify information monitored for marketing decision making (IM:184) (SP) Describe sources of secondary data (IM:011) (SP) Search the Internet for marketing information (IM:185) (SP) Monitor internal records for marketing information (IM:186) (SP) Collect marketing information from others (e.g., customers, staff, vendors) (IM:187) (SP) Conduct an environmental scan to obtain marketing information (IM:188) (SP) Explain the nature of marketing research in a marketing-information management system (IM:010, IM LAP 5) (SP)

	MARKETING-INFORMATION MANAGEMENT
Topic	Information Processing
Performance Indicators	<p>Describe techniques for processing marketing information (IM:062) (SP)</p> <p>Explain the use of databases in organizing marketing data (IM:063) (SP)</p> <p>Design a database for retrieval of information (IM:189) (SP)</p> <p>Use database for information analysis (IM:190) (SP)</p> <p>Interpret descriptive statistics for marketing decision making (IM:191) (SP)</p>
Topic	Information Reporting
Performance Indicators	<p>Write marketing reports (IM:192) (SP)</p> <p>Present report findings and recommendations (IM:193) (SP)</p>
Topic	Marketing Planning
Performance Indicators	<p>Explain the concept of marketing strategies (IM:194, MB LAP 4) (CS)</p> <p>Explain the concept of market and market identification (IM:196, MB LAP 5) (CS)</p> <p>Explain the nature of marketing plans (IM:197) (SP)</p> <p>Explain the role of situational analysis in the marketing-planning process (IM:140) (SP)</p> <p>Explain the nature of sales forecasts (IM:003, IM LAP 3) (SP)</p>
	PRICING
Topic	Nature and Scope
Performance Indicators	<p>Explain the nature and scope of the pricing function (PI:001, PI LAP 2) (SP)</p> <p>Describe the role of business ethics in pricing (PI:015) (SP)</p> <p>Explain the use of technology in the pricing function (PI:016) (SP)</p> <p>Explain legal considerations for pricing (PI:017) (SP)</p>
Topic	Determining Prices
Performance Indicators	<p>Explain factors affecting pricing decisions (PI:002, PI LAP 3) (SP)</p>

	PRODUCT/SERVICE MANAGEMENT
Topic	Nature and Scope
Performance Indicators	<p>Explain the nature and scope of the product/service management function (PM:001, PP LAP 5) (SP)</p> <p>Identify the impact of product life cycles on marketing decisions (PM:024) (SP)</p> <p>Describe the use of technology in the product/service management function (PM:039) (SP)</p> <p>Explain business ethics in product/service management (PM:040) (SP)</p>
Topic	Quality Assurances
Performance Indicators	<p>Describe the uses of grades and standards in marketing (PM:019, PM LAP 8) (CS)</p> <p>Explain warranties and guarantees (PM:020, PP LAP 4) (CS)</p> <p>Identify consumer protection provisions of appropriate agencies (PM:017, PP LAP 7) (SP)</p>
Topic	Product Mix
Performance Indicators	<p>Explain the concept of product mix (PM:003, PP LAP 3) (SP)</p> <p>Describe the nature of product bundling (PM:041) (SP)</p>
Topic	Positioning
Performance Indicators	<p>Describe factors used by marketers to position products/businesses (PM:042) (SP)</p> <p>Explain the nature of branding (PM:021, PP LAP 6) (SP)</p>
	PROMOTION
Topic	Nature and Scope
Performance Indicators	<p>Explain the communication process used in promotion (PR:084) (CS)</p> <p>Explain the role of promotion as a marketing function (PR:001, PR LAP 2) (CS)</p> <p>Explain the types of promotion (PR:002, PR LAP 4) (CS)</p> <p>Identify the elements of the promotional mix (PR:003, PR LAP 1) (SP)</p> <p>Describe the use of business ethics in promotion (PR:099) (SP)</p> <p>Describe the use of technology in the promotion function (PR:100) (SP)</p> <p>Describe the regulation of promotion (PR:101) (SP)</p>

	PROMOTION
Topic	Advertising
Performance Indicators	<p>Explain the types of advertising media (PR:007, PR LAP 3) (SP)</p> <p>Explain components of advertisements (PR:014, PR LAP 7) (SP)</p> <p>Write promotional messages that appeal to targeted markets (PR:016, PR LAP 9) (SP)</p> <p>Explain the nature of direct advertising strategies (PR:089) (SP)</p> <p>Describe considerations in using databases in advertising (PR:091) (SP)</p> <p>Create web site (PR:102) (SP)</p> <p>Calculate media costs (PR:009, PR LAP 6) (SP)</p>
Topic	Publicity/Public Relations
Performance Indicators	<p>Write a news release (PR:057, PR LAP 10) (SP)</p>
Topic	Management of Promotion
Performance Indicators	<p>Explain the nature of a promotional plan (PR:073) (SP)</p> <p>Coordinate activities in the promotional mix (PR:076) (SP)</p>
	SELLING
Topic	Nature and Scope
Performance Indicators	<p>Explain the nature and scope of the selling function (SE:017, SE LAP 117) (CS)</p> <p>Explain the role of customer service as a component of selling relationships (SE:076) (CS)</p> <p>Explain key factors in building a clientele (SE:828, SE LAP 115) (SP)</p> <p>Explain company selling policies (SE:932, SE LAP 121) (CS)</p> <p>Explain business ethics in selling (SE:106) (SP)</p> <p>Describe the use of technology in the selling function (SE:107) (SP)</p> <p>Describe the nature of selling regulations (SE:108) (SP)</p>
Topic	Product Knowledge
Performance Indicators	<p>Acquire product information for use in selling (SE:062) (CS)</p> <p>Analyze product information to identify product features and benefits (SE:109) (SP)</p>

Topic**Performance Indicators****SELLING****Process and Techniques**

Explain the selling process (SE:048, SE LAP 126) (CS)
 Prepare for the sales presentation (SE:067) (SP)
 Establish relationship with client/customer (SE:110) (CS)
 Address needs of individual personalities (SE:810, SE LAP 112) (SP)
 Determine customer/client needs (SE:111) (CS)
 Identify customer's buying motives for use in selling (SE:883, SE LAPs 102,109) (SP)
 Facilitate customer buying decisions (SE:811, SE LAP 108) (SP)
 Differentiate between consumer and organizational buying behavior (SE:112) (SP)
 Assess customer/client needs (SE:113) (SP)
 Recommend specific product (SE:114) (CS)
 Demonstrate product (SE:893, SE LAP 103) (SP)
 Prescribe solution to customer needs (SE:115) (SP)
 Convert customer/client objections into selling points (SE:874, SE LAP 100) (SP)
 Close the sale (SE:895, SE LAP 107) (SP)
 Demonstrate suggestion selling (SE:875, SE LAP 110) (SP)
 Sell good/service/idea to individuals (SE:046) (SP)
 Sell good/service/idea to groups (SE:073) (SP)
 Plan follow-up strategies for use in selling (SE:057, SE LAP 119) (SP)

Topic**Performance Indicators****Support Activities**

Calculate miscellaneous charges (SE:116) (CS)
 Process sales documentation (SE:117) (SP)
 Prospect for customers (SE:001, SE LAP 116) (SP)
 Write sales letters (SE:118) (SP)
 Create a presentation software package to support sales presentation (SE:119) (SP)

Topic**Performance Indicators****Management of Selling Activities**

Plan strategies for meeting sales quotas (SE:864, SE LAP 118) (SP)

Curriculum Guide Sheets

Section 3

Economics

Topic	Basic Concepts
Performance Indicator	Distinguish between economic goods and services (EC:002)
Level	Career-sustaining
SCANS	Information 7; Systems 15; Basic Skills 1-2, 5-6; Thinking Skills 12
Objectives	<ul style="list-style-type: none"> a. Define the following terms: want, economic want, noneconomic want, goods, services, consumer goods, and industrial goods. b. Distinguish between economic and noneconomic wants. c. Identify the characteristics of goods. d. Identify the characteristics of services. e. Distinguish between consumer and industrial goods and services. f. Classify consumer goods. g. Classify industrial goods. h. Explain why consumers cannot have everything that they want. i. Explain how consumers affect the decision of what goods and services will be produced.
Sample Activities	<p>Select five products from a local business, and classify each product on the basis of its type of consumer or industrial good. Discuss your classifications with the class.</p> <p>Given a handout containing a list of consumer and industrial goods, classify them by their specific type of consumer or industrial good. Discuss your responses with the class.</p> <p>Generate a list of industrial products, and classify them as materials, installations, equipment, or supplies. Make a chart of the items, and share it with the class.</p>
Resources LAP	<p>Marketing Education Resource Center (1996). <i>Goods and services</i> [Economics LAP 10]. Columbus, OH: Author.</p> <p>Marketing Education Resource Center (1998). <i>Goods and services: Instructor copy</i> [Economics LAP 10]. Columbus, OH: Author.</p>

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Clayton, G.E. (1995). *Economics: Principles and practices* (pp. 19-21). New York: Glencoe/McGraw-Hill.

Evans, J.R., & Berman, B. (1997). *Marketing* (7th ed.) [pp. 302-307, 328-338]. Upper Saddle River, NJ: Prentice Hall.

Everard, K.E., & Burrow, J.L. (1996). *Business principles and management* (10th ed.) [pp. 54-55, 254-255, 257, 277-278]. Cincinnati: South-Western.

Farese, L.S., Kimbrell, G., & Woloszyk, C.A. (1997). *Marketing essentials* (2nd ed.) [p. 3]. Mission Hills, CA: Glencoe/McGraw-Hill.

Kotler, P., & Armstrong, G. (1997). *Marketing: An introduction* (4th ed.) [pp. 4-7, 239-243, 265-266]. Upper Saddle River, NJ: Prentice Hall.

Mason, R.E., Rath, P.M., Husted, S.W., & Lynch, R.L. (1995). *Marketing practices and principles* (5th ed.) [pp. 5, 113-116, 253-261]. New York: Glencoe/ Macmillan/McGraw-Hill.

Perreault, W.D., Jr., & McCarthy, E.J. (1997). *Essentials of marketing: A global-managerial approach* (7th ed.) [pp. 198-201, 202-209]. Chicago: Irwin.

**Workbooks/
Manuals**

Turner, J., & Bottoms Maio, G. (1995). *Marketing in a global economy* (pp. 78-79). Cincinnati: South-Western.

Video

United Learning (Producer). [1996]. *Needs and wants: Economic series* [Videocassette]. Columbus, OH: Marketing Education Resource Center (Distributor).

**Software/
Online**

Curriculum and Instructional Materials Center (Producer). [1999]. *Employee survival skills: Economics* [Economics LAP 10: Presentation Software]. Marketing Education Resource Center (Distributor).

Dow Jones & Company (No date). *Wall Street Journal Classroom Edition* [Online]. Available: <http://info.wsj.com/classroom/> [2000, June 5].

EconomicsAmerica (No date). *EconEdLink* [Online]. Available: <http://www.economicsamerica.org/econedlink/index.html> [2000, June 5].

Federal Reserve Bank of Minneapolis (No date). *Economic education* [Online]. Available: <http://woodrow.mpls.frb.fed.us/econed/index.html> [2000, June 5].

Marketing Education Resource Center (1999). *Goods and services* [Economics LAP 10: CD-ROM]. Columbus, OH: Author.

Marketing Education Resource Center (1999). *Goods and services* [Economics LAP 10: Presentation Software]. Columbus, OH: Author.

Rogers, A.F. (No date). *Introduction to business* [Online]. Available: http://ericir.syr.edu/Virtual/Lessons/Voc_Ed/Business/BUS0002.html [2000, June 5].

Sosin, K. (No date). *EcEdWeb* [Online]. Available: <http://ecedweb.unomaha.edu/teach.htm> [2000, June 5].

Topic	Basic Concepts
Performance Indicator	Explain the concept of economic resources (EC:003)
Level	Career-sustaining
SCANS	Information 7; Systems 15; Basic Skills 1-2, 5-6; Thinking Skills 12
Objectives	<ul style="list-style-type: none"> a. Define the following terms: economic resources, natural resources, capital goods, human resources, and factors of production. b. List reasons that economic resources are important for business. c. Explain why natural resources are limited. d. Describe ways that businesses respond to limited natural resources. e. Explain why human resources are limited. f. Describe ways that businesses respond to limited human resources. g. Explain why capital goods are limited. h. Describe ways that businesses respond to limited capital goods.
Sample Activities	<p>Make a list of the capital goods used by the business for which you work. Compare your list with that of others in the class. Discuss how the business would be affected if one or more of the capital goods were eliminated.</p> <p>Analyze an in-school enterprise to identify three examples each of capital goods, human resources, and natural resources used in the business. Compare your examples with those identified by your classmates.</p> <p>Interview a business owner to find out what factors influence the allocation of its resources. Write a one-page paper about your findings.</p>
Resources	
LAP	<p>Marketing Education Resource Center (1996). <i>Economic resources</i> [Economics LAP 14]. Columbus, OH: Author.</p> <p>Marketing Education Resource Center (1996). <i>Economic resources: Instructor copy</i> [Economics LAP 14]. Columbus, OH: Author.</p>
Textbooks	<p>Bailey, L.J. (1997). <i>Working: Learning a living</i> (2nd ed.) [pp. 293-294]. Cincinnati: South-Western.</p> <p>Dlabay, L.R., & Scott, J.C. (1996). <i>Business in a global economy</i> (pp. 30-31, 360). Cincinnati: South-Western.</p> <p>Everard, K.E., & Burrow, J.L. (1996). <i>Business principles and management</i> (10th ed.) [pp. 56-59]. Cincinnati: South-Western.</p> <p>Farese, L.S., Kimbrell, G., & Woloszyk, C.A. (1997). <i>Marketing essentials</i> (2nd ed.) [pp. 45-46]. Mission Hills, CA: Glencoe/McGraw-Hill.</p> <p>Junior Achievement Inc. (1993). <i>Applied economics</i> (4th ed.) [p. 6]. Colorado Springs: Author.</p> <p>Mason, R.E., Rath, P.M., Husted, S.W., & Lynch, R.L. (1995). <i>Marketing practices and principles</i> (5th ed.) [pp. 17-18, 29-30]. New York: Glencoe/Macmillan/McGraw-Hill.</p> <p>Miller, R.L. (1995). <i>Economics: Today & tomorrow</i> (pp. 10-11). New York: Glencoe/Macmillan/McGraw-Hill.</p> <p>Zikmund, W.G., Middlemist, R.D., & Middlemist, M.R. (1995). <i>Business: The American challenge for global competitiveness</i> (p. 23). Burr Ridge, IL: Irwin.</p>

**Workbooks/
Manuals**

Turner, J., & Bottoms Maio, G. (1995). *Marketing in a global economy* (pp. 79-80). Cincinnati: South-Western.

**Software/
Online**

Marketing Education Resource Center (1999). *Economic resources* [Economics LAP 14: Presentation Software]. Columbus, OH: Author.

Topic	Basic Concepts
Performance Indicator	Describe the nature of economics and economic activities (EC:001)
Level	Career-sustaining
SCANS	Information 7; Systems 15; Basic Skills 1-2, 5-6; Thinking Skills 12
Objectives	<ol style="list-style-type: none"> Define the following terms: economics, scarcity, economizing, opportunity cost, trade-offs, consumption, consumer, production, producer, exchange, and distribution. Explain why wants are considered unlimited. Discuss why scarcity exists. Describe the three economic questions that all societies must answer. Explain the importance of decision making in economics. Describe four economic activities. Discuss three factors that affect the value of money payments in a market economy.
Sample Activities	<p>Ask five people to explain what economics means to them. Record their responses. Compare and contrast your findings. Write a one-page paper explaining the similarities and differences identified.</p> <p>Make a list of the economic activities in which you engage in one day. Classify the activities as consumption, production, exchange, or distribution. Discuss your responses with the class.</p> <p>Imagine that you are confronted with the following scenario: buying brand A of clothing rather than brand B, playing basketball rather than studying for an exam, or working part-time while in high school rather than being a full-time student. Identify possible consequences of each decision, the duration of the consequences, and the actual opportunity cost of each. Share your ideas with the class.</p>
Resources LAP	<p>Marketing Education Resource Center (1998). <i>Economics</i>: [Economics LAP 6]. Columbus, OH: Author.</p> <p>Marketing Education Resource Center (1996). <i>Economics: Instructor copy</i> [Economics LAP 6]. Columbus, OH: Author.</p>

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Federal Reserve Bank of Minneapolis (No date). *Economic education* [Online]. Available: <http://woodrow.mpls.frb.fed.us/econed/index.html> [2000, June 5].

Topic	Basic Concepts
Performance Indicator	Determine forms of economic utility created by marketing activities (EC:004)
Level	Career-sustaining
SCANS	Information 7; Systems 15; Basic Skills 1-2, 5-6; Thinking Skills 12
Objectives	<ul style="list-style-type: none">a. Define the following terms: utility, form utility, place utility, time utility, and possession utility.b. Identify ways in which a product's utility can vary.c. Cite an example of each type of utility.d. Describe how marketing affects each type of utility.
Sample Activities	<p>Generate a wish list of goods and services desired by class members. Select three of these products, and write a report about how the business that sells the items creates form, time, place, and possession utilities.</p> <p>Give examples of goods and services that have utility for each of the following groups:</p> <ul style="list-style-type: none">a. Pediatriciansb. National Football League playersc. Olympic ice skatersd. Babiese. Teenage girlsf. New-car ownersg. Small-business owners <p>Identify products that are sold by a business, and explain how or in what ways the four types of utility are created for products. Discuss your responses with the class.</p>
Resources LAP	<p>Marketing Education Resource Center (1999). <i>Utility</i> [Economics LAP 13]. Columbus, OH: Author.</p> <p>Marketing Education Resource Center (1999). <i>Utility: Instructor copy</i> [Economics LAP 13]. Columbus, OH: Author.</p>

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- Mason, R.E., Rath, P.M., Husted, S.W., & Lynch, R.L. (1995). *Marketing practices and principles* (5th ed.) [pp. 42-44]. New York: Glencoe/Macmillan/McGraw-Hill.
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- Wisner, B. (1996). *Applied marketing* (pp. 6-8). Upper Saddle River, NJ: Prentice Hall.

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Topic	Basic Concepts
Performance Indicator	Explain the principles of supply and demand (EC:005)
Level	Career-sustaining
SCANS	Information 7; Systems 15; Basic Skills 1-2, 5-6; Thinking Skills 12
Objectives	<ul style="list-style-type: none"> a. Define the following terms: demand, law of demand, supply, law of supply, law of supply and demand, buyer's market, seller's market, elasticity, elastic demand, and inelastic demand. b. List the conditions required for demand to exist. c. Describe how the law of supply and demand affects businesses. d. Identify factors that affect elasticity. e. Explain the importance of understanding elasticity. f. Describe factors that affect demand. g. Describe factors that affect supply.
Sample Activities	<p>Analyze the following situation to determine whether the national soft-drink company should move forward with its plan. Write a paragraph defending your position.</p> <p style="padding-left: 40px;">A national soft-drink bottling company plans to update vending machines so that the price that consumers are charged for soft drinks varies based on demand.</p> <p>Participate in a teacher-conducted auction of a soft drink, and discuss how the desire for a soda decreased as the availability of the soda increased.</p> <p>Research the impact of adverse weather on the production of agricultural products and the construction of homes. Explain how the resulting changes in supply will affect the demand for the products.</p> <p>Think about what might happen to the demand for oil if electric cars become less expensive to manufacture and to operate. Some notable improvements in electric cars are more passenger room, more luggage space, greater range, and better acceleration. Write a paragraph explaining the relationship between improvements in electric cars and oil prices.</p>
Resources LAP	<p>Marketing Education Resource Center (1998). <i>Supply and demand</i> [Economics LAP 11]. Columbus, OH: Author.</p> <p>Marketing Education Resource Center (1998). <i>Supply and demand: Instructor copy</i> [Economics LAP 11]. Columbus, OH: Author.</p>

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- EconomicsAmerica (No date). *EconOnline: Lesson 2: Application* [Online]. Available: http://www.economicsamerica.org/econedlink/newsline/teacher/newsline_internet_lessons.txt [2000, June 5].
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- Sosin, K. (No date). *EcEdWeb* [Online]. Available: <http://ecedweb.unomaha.edu/teach.htm> [2000, June 5].
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Topic	Basic Concepts
Performance Indicator	Describe the concept of price (EC:006)
Level	Career-sustaining
SCANS	Information 7; Systems 15; Basic Skills 1-2, 5-6; Thinking Skills 12
Objectives	<ul style="list-style-type: none"> a. Define the following terms: price, relative prices, incentives, rationing, equilibrium price, excess supply, excess demand, and market price. b. Explain the importance of price in business. c. Explain the significance of relative prices to businesses and to consumers. d. Discuss the relationship of relative prices to the three economic questions. e. Describe the functions of relative prices. f. Explain how prices are determined. g. Explain how producers respond to excess supply. h. Explain how producers respond to excess demand.
Sample Activities	<p>Conduct a survey of 50 students to determine at what price they would buy the latest popular CD. Prepare a demand schedule using the results of the survey. Determine what you can conclude from the survey about the relationship between the demand for a product and its market price. Write an explanation of your conclusions, and submit it to your teacher.</p> <p>Select one staple item and one fad item that might be purchased by someone in your age group. Determine the current selling price for each item. Develop a graph showing price increases and decreases over a specific percentage range for each product (e.g., -25%, -50%, -75%, -100%, +25%, +50%, +75%, +100%). Survey at least 10 teens in the target age group to determine the quantities they would be willing to buy at the various prices. Chart the results. Present the results to the class, and draw conclusions based on the results.</p> <p>Given a series of business situations involving changes in price, predict whether the supply and demand will increase, decrease, or remain the same.</p> <p>Develop a paired list of familiar consumer products that have similar uses. One item in each pair should clearly have a higher price than the product with which it is paired (e.g., steak and hamburger). Explain the higher price of the item in each pair in terms of supply relative to the other product in the pair.</p>
Resources LAP	<p>Marketing Education Resource Center (1999). <i>Price</i> [Economics LAP 12]. Columbus, OH: Author.</p> <p>Marketing Education Resource Center (1999). <i>Price: Instructor copy</i> [Economics LAP 12]. Columbus, OH: Author.</p>

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Topic	Economic Systems
Performance Indicator	Explain the types of economic systems (EC:007)
Level	Career-sustaining
SCANS	Information 7; Systems 15; Basic Skills 1-2, 5-6; Thinking Skills 12
Objectives	<ul style="list-style-type: none"> a. Define the following terms: economic system, traditional economic system, command economic system, communism, socialism, and market economic system. b. Explain why economic systems are needed. c. Describe the characteristics of traditional economic systems. d. Describe the characteristics of communism. e. Describe the characteristics of socialism. f. Describe the characteristics of a market economic system. g. Explain how each type of economic system addresses the three economic questions. h. Describe the strengths and weaknesses of traditional economies. i. Describe the strengths and weaknesses of communist command economies. j. Describe the strengths and weaknesses of socialist command economies. k. Describe the strengths and weaknesses of market economies.
Sample Activities	<p>Identify a country that is currently making news headlines. Determine what that country's type of economic system is and how the country answers the three economic questions. Discuss your findings with a small group of students who selected the same country. As a group, prepare a visual depicting the group's findings.</p> <p>Conduct library research or an Internet search to obtain information about economic systems. Write a brief paper identifying countries currently associated with each of the types of economic systems. Analyze their strengths and weaknesses. Present your findings to the class.</p> <p>Conduct an Internet search to compare and contrast wage and price determination in Russia before and after the demise of the Soviet Union.</p>
Resources LAP	<p>Marketing Education Resource Center (1997). <i>Economic systems</i> [Economics LAP 17]. Columbus, OH: Author.</p> <p>Marketing Education Resource Center (1997). <i>Economic systems: Instructor copy</i> [Economics LAP 17]. Columbus, OH: Author.</p>

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Topic	Economic Systems
Performance Indicator	Determine the relationship between government and business (EC:008)
Level	Career-sustaining
SCANS	Information 7; Systems 15; Basic Skills 1-2, 5-6; Thinking Skills 12
Objectives	<ul style="list-style-type: none"> a. Describe the role of government in a market economy. b. Describe how government is involved in business. c. Explain ways in which government regulates business. d. Explain how the costs of government regulation are financed.
Sample Activities	<p>Read an article in a current newspaper or magazine about government regulation of business. Answer the following questions:</p> <ul style="list-style-type: none"> a. What is the situation presented in the article? b. What industry is involved? c. What regulatory agency is involved and why? d. What regulations are being violated? e. Who is the regulatory agency protecting? f. How does the business/industry defend its position? g. How does the government defend its position? h. What is your reaction to the claims? i. How would you solve this situation? <p>Clip articles from newspapers and magazines that show current examples of ways in which government regulates businesses. Discuss the findings.</p> <p>Imagine that you want to start a small business. Find out how the government regulates that business. Create a list of all of the regulations that you will need to follow/adhere. Share your list with the class.</p> <p>Find copies of federal or state legislation that is likely to affect the economy (e.g., creating tax incentives for businesses or enterprise zones for depressed areas, strengthening environmental standards, and increasing minimum wages). Identify interest groups who are likely to favor or oppose the legislation. Write an essay explaining what values are held by these groups and why they favor or oppose the legislation.</p>
Resources LAP	<p>Marketing Education Resource Center (2001). <i>Government and business</i> [Economics LAP 16]. Columbus, OH: Author.</p> <p>Marketing Education Resource Center (2001). <i>Government and business: Instructor copy</i> [Economics LAP 16]. Columbus, OH: Author.</p>

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- Zikmund, W.G., Middlemist, R.D., & Middlemist, M.R. (1995). *Business: The American challenge for global competitiveness* (pp. 35, 557-568). Burr Ridge, IL: Irwin.

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Topic	Economic Systems
Performance Indicator	Explain the concept of private enterprise (EC:009)
Level	Career-sustaining
SCANS	Information 7; Systems 15; Basic Skills 1-2, 5-6; Thinking Skills 12
Objectives	<ul style="list-style-type: none"> a. Define the term private enterprise. b. Describe the characteristics of a private enterprise system. c. Discuss the advantages and disadvantages of private enterprise. d. Explain the economic freedoms found in a private enterprise system. e. Describe the limits to freedom in a private enterprise system.
Sample Activities	<p>Brainstorm to create a list of benefits that you receive by living in a country in which private enterprise is practiced. Identify disadvantages that you have experienced in a private enterprise system.</p> <p>Participate in a small-group activity to discuss what it means to be an American. Relate the group's discussion to the characteristics of a private enterprise system.</p> <p>Looking at a list of disadvantages associated with the private enterprise system, recommend ways to modify/improve those factors. Provide a rationale for the recommendations.</p> <p>Interview an entrepreneur regarding his or her motivation for going into business. Develop a report on what you learned from the interview, and share your findings with other students. As you exchange information, determine if there are common themes such as the incentive for profit, personal satisfaction, concerns about specific government regulations, or taxation. Analyze what you have learned by responding to the following questions:</p> <ul style="list-style-type: none"> a. Did the entrepreneur own property? b. What assurance does the person have that the property will not be illegally taken? c. How is the person protected from unfair competition? d. What will happen to the person's business if a more efficient competitor markets the same good or service?
Resources LAP	<p>Marketing Education Resource Center (1998). <i>Private enterprise</i> [Economics LAP 15]. Columbus, OH: Author.</p> <p>Marketing Education Resource Center (1998). <i>Private enterprise: Instructor copy</i> [Economics LAP 15]. Columbus, OH: Author.</p>

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- Mason, R.E., Rath, P.M., Husted, S.W., & Lynch, R.L. (1995). *Marketing practices and principles* (5th ed.) [pp. 19-20, 33-37]. New York: Glencoe/Macmillan/McGraw-Hill.
- Miller, R.L. (1995). *Economics: Today & tomorrow* (pp. 33-34, 38-40). New York: Glencoe/Macmillan/McGraw-Hill.
- Zikmund, W.G., Middlemist, R.D., & Middlemist, M.R. (1995). *Business: The American challenge for global competitiveness* (pp. 24-26, 28-29). Burr Ridge, IL: Irwin.

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- Curriculum and Instructional Materials Center (Producer). [1999]. *Employee survival skills: Economics* [Economics LAP 15: Presentation Software].
- Marketing Education Resource Center (Distributor).

Topic	Economic Systems
Performance Indicator	Identify factors affecting a business's profit (EC:010)
Level	Career-sustaining
SCANS	Information 7; Systems 15; Basic Skills 1-3, 5-6; Thinking Skills 8,12
Objectives	<ul style="list-style-type: none"> a. Define the following terms: profit, profit motive, income, expenses, cost of goods, operating expenses, gross profit, and net profit. b. Identify reasons that people are willing to invest in businesses. c. Explain how profit is calculated. d. Explain the importance of profit. e. Describe factors that affect profit. f. Explain ways that businesses can increase profit. g. Defend businesses' need to make a profit.
Sample Activities	<p>Identify sources of income and expenses for a school-based enterprise or a local business. Determine ways that the enterprise could increase its profit.</p> <p>Determine how much profit is usually made by an industry of interest to you. Find out how that industry-wide figure compares with the profit earned by local businesses in that industry. Determine what factors have contributed to a lower or a higher profit by the local businesses.</p> <p>Write a brief paper defending businesses' need to make a profit.</p>
Resources LAP	<p>Marketing Education Resource Center (1997). <i>Profit</i> [Economics LAP 2]. Columbus, OH: Author.</p> <p>Marketing Education Resource Center (1996). <i>Profit: Instructor copy</i> [Economics LAP 2]. Columbus, OH: Author.</p>
Textbooks	<p>Clayton, G.E. (1995). <i>Economics: Principles and practices</i> (pp. 45-46). New York: Glencoe/ McGraw-Hill.</p> <p>Everard, K.E., & Burrow, J.L. (1996). <i>Business principles and management</i> (10th ed.) [pp. 62-63]. Cincinnati: South-Western.</p> <p>Farese, L.S., Kimbrell, G., & Woloszyk, C.A. (1997). <i>Marketing essentials</i> (2nd ed.) [pp. 31, 33, 35]. Mission Hills, CA: Glencoe/McGraw-Hill.</p> <p>Junior Achievement Inc. (1993). <i>Applied economics</i> (4th ed.) [pp. 11, 16-17]. Colorado Springs: Author.</p> <p>Mason, R.E., Rath, P.M., Husted, S.W., & Lynch, R.L. (1995). <i>Marketing practices and principles</i> (5th ed.) [pp. 20, 271-272]. New York: Glencoe/Macmillan/McGraw-Hill.</p> <p>Miller, R.L. (1995). <i>Economics: Today & tomorrow</i> (p. 39). New York: Glencoe/Macmillan/McGraw-Hill.</p> <p>Zikmund, W.G., Middlemist, R.D., & Middlemist, M.R. (1995). <i>Business: The American challenge for global competitiveness</i> (pp. 22, 25). Burr Ridge, IL: Irwin.</p>

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Curriculum and Instructional Materials Center (Producer). [1999]. *Employee survival skills: Economics* [Economics LAP 2: Presentation Software]. Marketing Education Resource Center (Distributor).

Marketing Education Resource Center (1999). *Profit* [Economics LAP 2: CD-ROM]. Columbus, OH: Author.

Marketing Education Resource Center (1999). *Profit* [Economics LAP 2: Presentation Software]. Columbus, OH: Author.

Topic	Economic Systems
Performance Indicator	Determine factors affecting business risk (EC:011)
Level	Career-sustaining
SCANS	Information 7; Systems 15; Basic Skills 1-2, 5-6; Thinking Skills 8-9,12
Objectives	<ul style="list-style-type: none"> a. Define the following terms: business risk, economic risks, natural risks, human risks, pure risks, speculative risks, guarantees, and warranties. b. Classify business risks. c. List types of economic risks. d. Identify examples of natural risks. e. Identify examples of human risks. f. Distinguish between pure and speculative risks. g. Describe ways that businesses can prevent or control risks. h. Describe ways that businesses can transfer risks. i. Describe reasons that businesses retain risks. j. Explain ways that businesses can avoid risks.
Sample Activities	<p>Analyze a school-based enterprise or local business to identify the risks encountered. List your findings, and discuss them with the class. Recommend steps that could be taken to limit the enterprise's chances of loss.</p> <p>At the beginning of your teacher's discussion of economic risks, obtain a handout containing stories about businesses that have encountered risks. Read the stories on the handout. As the discussion takes place, mark the type(s) of risk identified in each of the stories. At the end of the presentation, discuss your responses with the class.</p> <p>Listen to a small-business owner's presentation about the types of economic risks that she or he has encountered. Find out what steps the person took to prevent or limit the risks.</p> <p>Identify the risks of starting a business in which you are interested. For each risk, prepare a plan that would lessen the risk's negative impact.</p>
Resources LAP	<p>Marketing Education Resource Center (1996). <i>Business risk</i> [Economics LAP 3]. Columbus, OH: Author.</p> <p>Marketing Education Resource Center (1997). <i>Business risk: Instructor copy</i> [Economics LAP 3]. Columbus, OH: Author.</p>

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- Burrow, J., & Egglund, S. (1995). *Marketing foundations and functions* (pp. 604-609). Cincinnati: South-Western.
- Dlabay, L.R., & Scott, J.C. (1996). *Business in a global economy* (pp. 498-500, 502-503). Cincinnati: South-Western.
- Everard, K.E., & Burrow, J.L. (1996). *Business principles and management* (10th ed.) [pp. 18-19, 479-480, 496-498]. Cincinnati: South-Western.
- Farese, L.S., Kimbrell, G., & Woloszyk, C.A. (1997). *Marketing essentials* (2nd ed.) [pp. 33, 501-509]. Mission Hills, CA: Glencoe/McGraw-Hill.
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- Zikmund, W.G., Middlemist, R.D., & Middlemist, M.R. (1995). *Business: The American challenge for global competitiveness* (pp. 528, 530-532). Burr Ridge, IL: Irwin.

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- Curriculum and Instructional Materials Center (Producer). [1999]. *Marketing, business basics and economics* [Economics LAP 3: Presentation Software]. Marketing Education Resource Center (Distributor).
- Marketing Education Resource Center (1999). *Business risk* [Economics LAP 3: CD-ROM]. Columbus, OH: Author.
- Marketing Education Resource Center (1999). *Business risk* [Economics LAP 3: Presentation Software]. Columbus, OH: Author.

Topic	Economic Systems
Performance Indicator	Explain the concept of competition (EC:012)
Level	Career-sustaining
SCANS	Information 7; Systems 15; Basic Skills 1-2, 5-6; Thinking Skills 8,12
Objectives	<ol style="list-style-type: none"> Define the following terms: competition, direct competition, indirect competition, price competition, nonprice competition, monopoly, oligopoly, perfect competition, and regulated monopolies. Cite examples of direct competition. Cite examples of indirect competition. List examples of price competition. List examples of nonprice competition. Distinguish among market structures of businesses. Describe government legislation affecting competition. Explain ways that competition affects producers. Describe how consumers benefit from competition. Explain how our society benefits from competition. Support the need for competition in a private enterprise economy.
Sample Activities	<p>Analyze current (e.g., Microsoft or Wal-Mart) or historical (e.g., Standard Oil) cases in which large companies engaged in practices that eliminated or reduced competition. Discuss what might happen to customers, to efficiency of production, and to the price of the goods and services that are being produced if competition is eliminated or diminished. Discuss your analysis.</p> <p>Determine the direct competitors of a school-based enterprise or a local business. Recommend ways the organization can compete effectively with those competitors.</p> <p>Clip newspaper advertisements that represent price and nonprice competition. Label the advertisements as to the type of competition illustrated.</p> <p>Categorize 10 local area businesses/industries according to their market structure: monopoly, oligopoly, monopolistic competition, perfect competition. Discuss your categories with the class.</p>
Resources LAP	<p>Marketing Education Resource Center (1996). <i>Competition</i> [Economics LAP 8]. Columbus, OH: Author.</p> <p>Marketing Education Resource Center (1996). <i>Competition: Instructor copy</i> [Economics LAP 8]. Columbus, OH: Author.</p>

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- Burrow, J., & Eggland, S. (1995). *Marketing foundations and functions* (pp. 98-107, 172-176, 196-201). Cincinnati: South-Western.
- Churchill, G.A., Jr., & Peter, J.P. (1995). *Marketing: Creating value for customers* (pp. 54-58). Burr Ridge, IL: Irwin.
- Clayton, G.E. (1995). *Economics: Principles and practices* (pp. 152, 164, 169-171). New York: Glencoe/McGraw-Hill.
- Dlabay, L.R., & Scott, J.C. (1996). *Business in a global economy* (pp. 128-131). Cincinnati: South-Western.
- Evans, J.R., & Berman, B. (1997). *Marketing* (7th ed.) [pp. 37-38]. Upper Saddle River, NJ: Prentice Hall.
- Everard, K.E., & Burrow, J.L. (1996). *Business principles and management* (10th ed.) [pp. 65, 152-155]. Cincinnati: South-Western.
- Farese, L.S., Kimbrell, G., & Woloszyk, C.A. (1997). *Marketing essentials* (2nd ed.) [pp. 31-33]. Mission Hills, CA: Glencoe/McGraw-Hill.
- Junior Achievement Inc. (1993). *Applied economics* (4th ed.) [pp. 15-16, 93-96, 98-101]. Colorado Springs: Author.
- Kotler, P., & Armstrong, G. (1997). *Marketing: An introduction* (4th ed.) [p. 318]. Upper Saddle River, NJ: Prentice Hall.
- Mason, R.E., Rath, P.M., Husted, S.W., & Lynch, R.L. (1995). *Marketing practices and principles* (5th ed.) [pp. 19-20, 205, 273, 275]. New York: Glencoe/Macmillan/McGraw-Hill.
- Miller, R.L. (1995). *Economics: Today & tomorrow* (pp. 39-40, 232-235, 237-242). New York: Glencoe/Macmillan/McGraw-Hill.
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- Curriculum and Instructional Materials Center (Producer). [1999]. *Employee survival skills: Economics* [Economics LAP 8: Presentation Software].
- Marketing Education Resource Center (Distributor).

Topic	Cost/Profit Relationships
Performance Indicator	Explain the concept of productivity (EC:013)
Level	Career-sustaining
SCANS	Information 7; Systems 15; Basic Skills 1-2, 5-6; Thinking Skills 8-9,12; Personal Qualities 13
Objectives	<ul style="list-style-type: none"> a. Define the term productivity. b. Identify the effects of productivity on society. c. Describe how productivity is measured. d. Describe factors that enhance productivity. e. Describe factors that hinder productivity. f. Explain ways to increase productivity. g. Discuss the consequences of nonproductivity.
Sample Activities	<p>Determine how your productivity could be measured in a school-based enterprise or a local business. Track your productivity for a week, trying to increase it each day. Record the steps taken to increase productivity and the outcome of your efforts. Determine what conclusions you could draw from your experiences.</p> <p>Participate in a small-group activity to identify factors that increase or decrease your productivity. Compare the group's responses with those identified in other groups.</p> <p>Keep a week-long record of factors that increase or decrease the productivity of workers at a local business. Recommend changes that would increase productivity in the areas needing improvement.</p> <p>Search the Internet or conduct media-center research to obtain information about the relationship between a country's productivity level and the standard of living of the people in that nation. Create a visual for classroom use to illustrate your findings.</p> <p>Imagine that a local orthodontist who is concerned with the productivity level in her practice is considering extended office hours. She believes this can be accomplished with current staff by adjusting and staggering work schedules. Employees would continue to work a 35-hour week as they do now. Discuss how this change may raise the productivity level.</p> <p>Evaluate your job or that of another person to determine what inputs are needed to increase productivity. Write a memo to your supervisor or to the other person's supervisor explaining what inputs are needed and how they could affect productivity.</p>
Resources LAP	<p>Marketing Education Resource Center (1997). <i>Productivity</i> [Economics LAP 18]. Columbus, OH: Author.</p> <p>Marketing Education Resource Center (1997). <i>Productivity: Instructor copy</i> [Economics LAP 18]. Columbus, OH: Author.</p>

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- Bailey, L.J. (1997). *Working: Learning a living* (2nd ed.) [p. 88]. Cincinnati: South-Western.
- Clayton, G.E. (1995). *Economics: Principles and practices* (pp. 22-23, 380-381). New York: Glencoe/McGraw-Hill.
- Dlabay, L.R., & Scott, J.C. (1996). *Business in a global economy* (p. 367). Cincinnati: South-Western.
- Everard, K.E., & Burrow, J.L. (1996). *Business principles and management* (10th ed.) [p. 10]. Cincinnati: South-Western.
- Farese, L.S., Kimbrell, G., & Woloszyk, C.A. (1997). *Marketing essentials* (2nd ed.) [p. 51]. Mission Hills, CA: Glencoe/McGraw-Hill.
- Gatewood, R.D., Taylor, R.R., & Ferrell, O.C. (1995). *Management: Comprehension, analysis, and application* (pp. 606-610). Chicago: Irwin.
- Zikmund, W.G., Middlemist, R.D., & Middlemist, M.R. (1995). *Business: The American challenge for global competitiveness* (pp. 46, 155). Burr Ridge, IL: Irwin.

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- Curriculum and Instructional Materials Center (Producer). [1999]. *Marketing, business basics and economics* [Economics LAP 18: Presentation Software]. Marketing Education Resource Center (Distributor).
- Marketing Education Resource Center (2000). *Productivity* [Economics LAP 18: CD-ROM]. Columbus, OH: Author.
- Marketing Education Resource Center (2000). *Productivity* [Economics LAP 18: Presentation Software]. Columbus, OH: Author.

Topic	Cost/Profit Relationships
Performance Indicator	Analyze the impact of specialization/division of labor on productivity (EC:014)
Level	Specialist
SCANS	Information 7; Systems 15; Basic Skills 1-2, 5-6; Thinking Skills 12
Objectives	<ol style="list-style-type: none"> Define the following terms: specialization of labor, division of labor, depth of jobs and scope of jobs. Describe how resources are involved in specialization. Identify forms of specialization of human resources. Describe specialization by trade or profession. Describe specialization by stage of production. Describe specialization by task. Explain the relationship between the depth and scope of a job. Describe the advantages of specialization. Explain the disadvantages of specialization. Describe ways to overcome the disadvantages of specialization.
Sample Activities	<p>Analyze a job to determine the resources that are involved in specialization, the form of human resource specialization, the scope and depth of the job, the advantages/disadvantages in specializing the work, and steps that could be taken to overcome the disadvantages. Write a report of your findings, and submit the report to your teacher.</p> <p>Imagine that a high-quality, wood furniture store has experienced increased demand for its wood products. Management has traditionally required each employee to produce a piece of furniture during his/her shift. Recommend steps that management could take to increase production without decreasing quality. Discuss the pros and cons of your recommendations with a small group of students, asking group members to generate ways to combat the disadvantages of your recommendations.</p> <p>Participate in a small-group activity to read and respond to a situation involving specialization/division of labor. Determine answers to the following questions:</p> <ol style="list-style-type: none"> What type of specialization occurred in the situation? What are the advantages and disadvantages that could occur? What are ways to combat the disadvantages? <p>Present the situation and solutions to the class.</p> <p>Interview an employee of a business that employs three or fewer persons and an employee of a business that employs 100 or more persons. Determine which business seems to have more specialization of labor. Determine if employee productivity and company profitability differ between these two companies. Report your findings to the class. As a class, draw conclusions regarding whether the exchange of goods and services encourages specialization.</p>

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Marketing Education Resource Center (1996). *Specialization of labor* [Economics LAP 7]. Columbus, OH: Author.

Marketing Education Resource Center (2000). *Specialization of labor: Instructor copy* [Economics LAP 7]. Columbus, OH: Author.

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Clayton, G.E. (1995). *Economics: Principles and practices* [pp. 18, 22-23, 113, 448-449]. New York: Glencoe/McGraw-Hill.

Hyman, D.N. (1997). *Economics* (4th ed.) [pp. 42, 102-104, 189-190, 780, 783-784]. Chicago: Irwin.

McEachern, W.A. (1997). *Economics: a contemporary introduction* (4th ed.) [pp. 28-32, 54, 70-72, 277, 748-752]. Cincinnati: South-Western College Publishing.

Miller, R.L. (1995). *Economics: Today & tomorrow* (2nd ed.) [pp. 275, 464]. New York: Glencoe/Macmillan/McGraw-Hill.

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Institute of Collective Bargaining (2000). *WorkNet@ILR* [Online]. Available: <http://www.ilr.cornell.edu/depts/icb/> (2000, June 5).

Lacity, M., & Hirschheim, R. (1996) *Information systems outsourcing: Myths, metaphors and realities*. [Online]. Available: <http://www.cba.uh.edu/~rudu/out-book.htm> [2000, June 5].

Marketing Education Resource Center (1999). *Specialization of labor* [Economics LAP 7: Presentation Software]. Columbus, OH: Author.

Topic	Cost/Profit Relationships
Performance Indicator	Explain the concept of organized labor and business (EC:015)
Level	Specialist
SCANS	Information 7; Interpersonal 9,13; Systems 15; Basic Skills 1-2, 5-6; Thinking Skills 8,12
Objectives	<ul style="list-style-type: none"> a. Define the following terms: labor union, local, national, federation, collective bargaining, strikes, picketing, boycotts, featherbedding, lockouts, injunctions and strikebreakers. b. Identify reasons that labor unions form. c. Identify types of labor issues. d. Classify types of unions. e. Describe levels of union organization. f. Describe types of union organization. g. Describe the collective bargaining process. h. Explain types of union negotiation strategies. i. Describe types of management negotiation strategies. j. Explain the effects of unionism on workers. k. Describe the effects of unionism on businesses.
Sample Activities	<p>Search the Internet for information about unions—their benefits, requirements, pressure strategies, etc. Print a copy of your findings. Evaluate the information obtained to determine whether you would want to be a union member. Write a paper persuading others to support your point of view. Attach the printed Internet information to your paper, and submit it to the teacher.</p> <p>Participate in a debate about whether physicians should be represented by a union.</p> <p>Search the Internet for information about a strike that has taken place. Write a report of your findings, indicating the industry and union involved, the reason(s) for the strike, the union and management pressure strategies used, and the outcome of the union efforts. Discuss your findings with a small group of students.</p> <p>Identify an issue at school that could result in the use of pressure strategies by students or faculty. Participate in a mock collective-bargaining process to resolve the issue. Discuss the strengths and weaknesses associated with the process.</p>
Resources LAP	<p>Marketing Education Resource Center (1998). <i>Organized labor</i> [Economics LAP 5]. Columbus, OH: Author.</p> <p>Marketing Education Resource Center (1998). <i>Organized labor: Instructor copy</i> [Economics LAP 5]. Columbus, OH: Author.</p>

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- Clayton, G.E. (1995). *Economics: Principles and practices* (pp. 70, 184-185, 189-191, 205, 407). New York: Glencoe/McGraw-Hill.
- Colander, D.C. (1995). *Economics* (2nd ed.) [pp. 92, 122, 678-679]. Chicago: Irwin.
- Hyman, D.N. (1997). *Economics* (4th ed.) [pp. 419-426]. Chicago: Irwin.
- Junior Achievement Inc. (1993). *Applied economics* (4th ed.) [pp. 111-118]. Colorado Springs: Author.
- McEachern, W.A. (1997). *Economics: a contemporary introduction* (4th ed.) [pp. 593-605]. Cincinnati: South-Western.
- Miller, R.L. (1995). *Economics: Today & tomorrow* (2nd ed.) [pp. 311-315, 316, 319, 321]. New York: Glencoe/Macmillan/McGraw-Hill.
- Wilson, J.H., & Clark, J.R. (1996). *Economics* (4th ed.) [pp.337-340]. Cincinnati: South-Western.

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- American Federation of Labor-Congress of Industrial Organizations (No date). *Today's Unions* [Online] Available: <http://www.aflcio.org/> [2000, June 5].
- Curriculum and Instructional Materials Center (Producer). [1999]. *Marketing, business basics and economics* [Economics LAP 5: Presentation Software]. Marketing Education Resource Center (Distributor).

Topic	Cost/Profit Relationships
Performance Indicator	Explain the law of diminishing returns (EC:023)
Level	Specialist
SCANS	Information 5,7; Systems 15; Basic Skills 1-2,4-6; Thinking Skills 9,12
Objectives	<ol style="list-style-type: none"> Define the following terms: stages of production, increasing returns, diminishing returns, law of diminishing returns, negative returns, marginal cost, total revenue, and marginal revenue. Explain the stages of production. Describe the impact of the law of diminishing returns on production decisions. Explain how total revenue and marginal revenue are used to determine the amount of output that will generate the most profit.
Sample Activities	<p>Participate in a small-group activity to construct paper boxes following a pattern provided by your teacher. Determine the number of boxes that can be made by a three-member group in one minute. Continue the construction process, adding one worker at a time and checking productivity at one-minute intervals. Find the point at which the additional person does not increase productivity. Discuss how the principle of diminishing returns relates to productivity.</p> <p>Imagine that you own a small retail candy and ice-cream shop in your local community. You have one full-time employee and two high-school students who work part-time in the afternoons and on weekends. Business is good, but the four of you can handle the work. You have been approached by another student who wants a job. Consider the factors that would affect your decision, then explain to the student applicant why, based on the principle of diminishing returns, you must decide not to hire an additional employee at this time.</p> <p>Imagine that you have been placed in charge of creating bouquets that are to be sold for Valentine's Day by a school-based enterprise. Last year, the school store created and sold 200 bouquets. The average total cost was \$2.65 to create each bouquet last year. This year, you project to increase sales to 300 bouquets. As you increase the production of the bouquets, determine the marginal cost of each bouquet and the optimal number of bouquets to sell in order to maximize your profits. Discuss your figures and recommendations with a small group of students in your class.</p> <p>Imagine that as a way of generating funds to save for your college education, you have been creating, selling, and delivering baskets for special occasions. For the last three years, you have purchased 100 baskets for each of the following events: Valentine's Day, Easter, Mother's Day, Secretaries Day, graduation, Thanksgiving, and Christmas. You want to increase your profits. Your average total cost has been \$22.50 per basket. As you increase the production of baskets, determine the marginal cost of each basket and the optimal number of baskets to sell in order to maximize your profits. Share your figures and recommendations with a small group of students in the class.</p>

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Textbooks**

- Clayton, G.E. (1995). *Economics: Principles and practices* (pp. 114-115). New York: Glencoe/McGraw-Hill.
- Colander, D.C. (1995). *Economics* (2nd ed.) [pp. 521-523]. Chicago: Irwin.
- Hyman, D.N. (1997). *Economics* (4th ed.) [pp. 199-203]. Chicago: Irwin.
- Junior Achievement Inc. (1993). *Applied economics* (4th ed.) [pp. 88-89, 91]. Colorado Springs: Author.
- Junior Achievement Inc. (1996). *Economics: Study guide—teacher's edition* (pp. 107-112). Colorado Springs: Author.
- McEachern, W.A. (1997). *Economics: A contemporary introduction* (4th ed.) [pp. 112-113, 450-453]. Cincinnati: South-Western.
- Miller, R.L. (1995). *Economics: Today and tomorrow* (3rd ed.) [p. 192]. New York: Glencoe/Macmillan/McGraw-Hill.
- Wilson, J.H. & Clark, J.R. (1996). *Economics* (4th ed.) [pp. 162-164]. Cincinnati: South-Western.

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- Dunphy, S. (1997). Economic memo: The theory that explains Microsoft. In *The Seattle Times* [Online]. Available: http://www.seattletimes.com/extra/browse/html97/memo_042097.html [2000, June 5].
- McCain, R.A., III. (No date). Productivity and Supply. In *Essential Principles of Economics* [Online]. Available: <http://william-king.www.drexel.edu/top/prin/txt/MPCH/Ch6ToC.html> [2000, June 5].

Topic	Economic Indicators/Trends
Performance Indicator	Explain measures used to analyze economic conditions (EC:043)
Level	Specialist
SCANS	Information 5,7; Systems 15; Technology 19; Basic Skills 1-2,5-6; Thinking Skills 8,12
Objectives	<ul style="list-style-type: none">a. Define the following terms: unemployment rate, frictional unemployment, structural unemployment, cyclical unemployment, seasonal unemployment, technological unemployment, full employment, inflation rate, price level, and interest rate.b. Explain why the unemployment rate understates employment conditions.c. Describe the costs of unemployment for a nation.d. Describe causes of inflation.e. Explain how inflation impacts the economy.f. Explain the impact of interest rate fluctuations on an economy.
Sample Activities	<p>Using a case problem or current story in a business periodical that focuses on economic growth in the United States, write a short report on the factors that contribute to economic growth and how these factors are likely to impact your life and those of other members of your community.</p> <p>Assume that the United States is in a recessionary period and that consumers are worried about losing their jobs and experiencing a reduction in wages. Explain in a brief paragraph how this fear among consumers will be reflected in GDP and in various indices.</p> <p>Research countries from each of the major global economic power regions (e.g., Pacific Rim, European Market, North America, etc.) to determine the countries' current and past gross domestic product, population level, and standard of living. Write a report of the economic trends evidenced by this information.</p> <p>Read the business section of a major newspaper to locate current economic measurements of the U.S. economy. Based on your findings, determine whether the economy is growing, declining, or stabilizing. Provide a rationale for your response. Discuss your response with the class.</p>

Resources

Textbooks

- Clayton, G.E. (1995). *Economics: Principles and practices* (pp. 138, 256, 269, 309-310, 348-352, 358, 363, 365, 399-403, 434, 456-467). New York: Glencoe/McGraw-Hill.
- Colander, D.C. (1995). *Economics* (2nd ed.) [pp. 149-155, 159, 160-178, 208-209, 261-263, 318, 347-360, 401-412, 407-411, 413, 415, 440, 456-457, 474-477, 518]. Chicago: Irwin.
- Dlabay, L.R., & Scott, J.C. (1996). *Business in a global economy* (pp. 37-40). Cincinnati: South-Western.
- Everard, K.E., & Burrow, J.L. (1996). *Business principles and management* (10th ed.) [pp. 67, 69]. Cincinnati: South-Western.
- Farese, L.S., Kimbrell, G., & Woloszyk, C.A. (1997). *Marketing essentials* (2nd ed.) [pp. 51-53]. Mission Hills, CA: Glencoe/McGraw-Hill.
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- Junior Achievement Inc. (1993). *Applied economics* (4th ed.) [pp. 20-23, 129, 147-150, 154-155, 166, 174]. Colorado Springs: Author.
- McEachern, W.A. (1997). *Economics: A contemporary introduction* (4th ed.) [pp. 83, 98-99, 104, 140-149, 153-161, 163-167, 175-176, 195-198, 202-203, 207-209, 332-333, 356-362, 383-384, 691-692, 775-776, 778-780, 792, 799-802, 820-821]. Cincinnati: South-Western.
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U.S. Department of Labor: Bureau of Labor Statistics (No date). *Economy at a glance* [Online]. Available: <http://stats.bls.gov/eag/eag.map.html> [2000, June 5].

W.W. Norton College Books (No date). *Economics* [Online]. Available: <http://www.wwnorton.com/college/welcome.htm> [2000, June 5].

Topic	Economic Indicators/Trends
Performance Indicator	Explain the role of the Consumer Price Index in business (EC:044)
Level	Specialist
SCANS	Information 5,7-8; Systems 15; Technology 19; Basic Skills 1-2,4-6; Thinking Skills 8,12
Objectives	<ul style="list-style-type: none"> a. Define the term Consumer Price Index. b. Describe how the Consumer Price Index is determined. c. Identify the major kinds of consumer spending that make up the Consumer Price Index. d. Explain how the Consumer Price Index is used to find the rate of inflation. e. Describe limitations on the use of the Consumer Price Index. f. Explain how price instability affects economic performance.
Sample Activities	<p>Interpret the Consumer Price Index over a 10-year period to draw conclusions about the prices of food, clothing, and medical care. Collaborate with a partner to discuss your findings and conclusions.</p> <p>Determine inflation rates for food, clothing, and medical care. Compare your findings with the class. Discuss the effects of your findings on your life.</p>
Resources Textbooks	<p>Brown, B.J., & Clow, J.E. (1997). <i>Introduction to business: Our business and economic world</i> (pp. 42-47). New York: Glencoe/McGraw-Hill.</p> <p>Colander, D.C. (1995). <i>Economics</i> (2nd ed.) [pp. 96-98, 143, 134-135, 148-155, 159-165, 177-178, 347-353, 357-360, 409, 451, 474-477, 749-750, 831-832, 840-841]. Chicago: Irwin.</p> <p>Dlabay, L.R., & Scott, J.C. (1996). <i>Business in a global economy</i> (pp. 29, 37-40, 144, 390-392). Cincinnati: South-Western.</p> <p>Everard, K.E., & Burrow, J.L. (1996). <i>Business principles and management</i> (10th ed.) [pp. 67-69]. Cincinnati: South-Western.</p> <p>Farese, L.S., Kimbrell, G., & Woloszyk, C.A. (1997). <i>Marketing essentials</i> (2nd ed.) [pp. 51-53, 55, 90, 492]. Mission Hills, CA: Glencoe/McGraw-Hill.</p> <p>Hyman, D.N. (1997). <i>Economics</i> (4th ed.) [pp. 12, 468-481, 508-514, 518-522, 526-529, 604-605]. Chicago: Irwin.</p> <p>Junior Achievement Inc. (1993). <i>Applied economics</i> (4th ed.) [pp. 20-23, 142-146, 147-150, 154-155, 166]. Colorado Springs: Author.</p> <p>McEachern, W.A. (1997). <i>Economics: A contemporary introduction</i> (4th ed.) [pp. 97-98, 140-149, 153-154, 162-164, 195-196, 356-362]. Cincinnati: South-Western College Publishing.</p> <p>Miller, R.L. (1995). <i>Economics: Today and tomorrow</i> (3rd ed.) [pp. 338-341, 354-355, 438-441]. New York: Glencoe/Macmillan/McGraw-Hill.</p> <p>Ristau, R.A., Egglund, S.A., Dlabay, L.R., Burrow, J.L., & Daughtrey, A.S. (1997). <i>Introduction to business</i> (pp. 292-293). Cincinnati: South-Western Educational Publishing.</p> <p>Wilson, J.H., & Clark, J.R. (1996). <i>Economics</i> (4th ed.) [pp. 361-366, 442-467, 592-621, 715-716]. Cincinnati: South-Western Educational Publishing.</p> <p>Zikmund, W.G., Middlemist, R.D., & Middlemist, M.R. (1995). <i>Business: The American challenge for global competitiveness</i> (pp. 44-47). Burr Ridge, IL: Irwin.</p>

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Turner, J., & Bottoms Maio, G. (1995). *Marketing in a global economy* (pp. 84, 91-94). Cincinnati: South-Western.

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RMI Media Productions (Producer). [1998]. *Inflation* [Videocassette]. Columbus, OH: Marketing Education Resource Center [Distributor].

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EconomicsAmerica (1995). *Virtual economics: Unit 6: Lesson 1: How does a forecast differ from a guess?* [CD-ROM]. Lincoln, NE: Author.
Federal Reserve Bank of Minneapolis (No date). *What's a dollar worth?* [Online]. Available:
<http://woodrow.mpls.frb.fed.us/economy/calc/cpihome.html> [2000, June 5].

Topic	Economic Indicators/Trends
Performance Indicator	Explain the concept of Gross Domestic Product (EC:017)
Level	Specialist
SCANS	Information 5,7-8; Systems 15; Technology 19; Basic Skills 1-2,4-6; Thinking Skills 8,12
Objectives	<ul style="list-style-type: none"> a. Define the following terms: gross domestic product (GDP) personal consumption expenditures, gross private domestic investment, government purchases of goods and services, net exports of goods and services, trade deficit, trade surplus, uncounted production, underground economy, and double counting. b. Identify the categories of goods and services that make up GDP. c. Describe problems encountered in calculating GDP. d. Explain the importance of a country's GDP. e. Describe ways to increase GDP.
Sample Activities	<p>Given a mock listing of goods and services and their prices, sort the items into the components of the GDP equation and calculate GDP. Discuss your responses with the class.</p> <p>Analyze economic activities in which you engage to identify activities that contribute to an under-representation of GDP. Discuss your analysis with the class.</p> <p>Write a brief paper comparing the current United States' GDP with that of the early 1990s. Identify factors that impacted changes. Discuss your findings with the class.</p>
Resources LAP	<p>Marketing Education Resource Center (1997). <i>Gross domestic product</i> [Economics LAP 1]. Columbus, OH: Author.</p> <p>Marketing Education Resource Center (1997). <i>Gross domestic product: Instructor copy</i> [Economics LAP 1]. Columbus, OH: Author.</p>

Textbooks

- Clayton, G.E. (1995). *Economics: Principles and practices* (pp. 138, 256, 269, 309-310, 348-352, 358, 363, 365, 399-403, 434, 456-467). New York: Glencoe/McGraw-Hill.
- Colander, D.C. (1995). *Economics* (2nd ed.) [pp. 149-155, 159, 160-178, 208-209, 261-263, 318, 347-360, 401-412, 407-411, 413, 415, 440, 456-457, 474-477, 518]. Chicago: Irwin.
- Everard, K.E., & Burrow, J.L. (1996). *Business principles and management* (10th ed.) [pp. 69-70]. Cincinnati: South-Western.
- Farese, L.S., Kimbrell, G., & Woloszyk, C.A. (1997). *Marketing essentials* (2nd ed.) [pp. 51-53]. Mission Hills, CA: Glencoe/McGraw-Hill.
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- Junior Achievement Inc. (1993). *Applied economics* (4th ed.) [pp. 20-23, 129, 147-150, 154-155, 166, 174]. Colorado Springs: Author.
- McEachern, W.A. (1997). *Economics: A contemporary introduction* (4th ed.) [pp. 83, 98-99, 104, 140-149, 153-161, 163-167, 175-176, 195-198, 202-203, 207-209, 332-333, 356-362, 383-384, 691-692, 775-776, 778-780, 792, 799-802, 820-821]. Cincinnati: South-Western.
- Miller, R.L. (1995). *Economics: Today and tomorrow* (3rd ed.) [pp. 332-335, 337-342, 344, 355, 389, 414, 440-441, 446, 505-506]. New York: Glencoe/Macmillan/McGraw-Hill.
- Wilson, J.H., & Clark, J.R. (1996). *Economics* (4th ed.) [pp. 14, 49, 100, 361-374, 442-467, 510-511, 573, 574, 597, 626, 641-642, 714]. Cincinnati: South-Western Educational Publishing.

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- Turner, J., & Bottoms Maio, G. (1995). *Marketing in a global economy* (pp. 84-91). Cincinnati: South-Western.

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- United Learning (Producer). [1997]. *Macroeconomic concepts* [Videocassette]. Columbus, OH: Marketing Education Resource Center (Distributor).

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- Curriculum and Instructional Materials Center (Producer). [1999]. *Marketing, business basics and economics* [Economics LAP 1: Presentation Software]. Marketing Education Resource Center (Distributor).
- Dow Jones & Company (No date). *Dow Jones business directory* [Online]. Available: <http://businessdirectory.dowjones.com> [2000, June 5].
- Dow Jones & Company (No date). *The Wall Street Journal Classroom Edition* [Online]. Available: <http://info.wsj.com/classroom/> [2000, June 5].
- EconomicsAmerica (1995). *Virtual economics: Unit 5: Lesson 2: What do we want from our economy?* [CD-ROM]. Lincoln, NE: Author.
- Infoseek (No date). *Business channel* [Online]. Available: <http://www.infoseek.com/Topic?tid=420> [2000, June 5].
- MSNBC (No date). *Business front page* [Online]. Available: http://msnbc.com/news/COM_Front.asp?a [2000, June 5].
- USA Today Economy Track (No date). *Gross domestic product components* [Online]. Available: <http://www.usatoday.com/money/economy/econ0025.htm> [2000, June 5].
- W.W. Norton College Books (No date). *Economics* [Online]. Available: <http://www.wwnorton.com/college/welcome.htm> [2000, June 5].

Topic	Economic Indicators/Trends
Performance Indicator	Determine the impact of business cycles on business activities (EC:018)
Level	Specialist
SCANS	Information 5,7-8; Systems 15; Technology 19; Basic Skills 1-2,5-6; Thinking Skills 12
Objectives	<ul style="list-style-type: none"> a. Define the following terms: business cycles, expansion, peak, contraction and trough. b. Identify the phases of a business cycle. c. Describe the expansion phase of a business cycle. d. Describe the peak phase of a business cycle. e. Describe the contraction phase of a business cycle. f. Describe the trough phase of a business cycle. g. Explain how knowledge of business cycles benefits businesspeople. h. Describe internal causes of business cycles. i. Explain external causes of business cycles.
Sample Activities	<p>Read business articles to determine the phase of the existing business cycle. Identify causes of the phase and businesses' reactions. Determine whether changes are taking place that would indicate a new phase is beginning. Present your conclusions and findings to the class.</p> <p>Use business periodicals to research the impact of business cycles on business activities. Share your findings with the class.</p> <p>Interview a business partner to find out how business activities are adjusted to changes in business cycles. Report your findings to the class.</p>
Resources LAP	<p>Marketing Education Resource Center (1996). <i>Business cycles</i> [Economics LAP 9]. Columbus, OH: Author.</p> <p>Marketing Education Resource Center (1998). <i>Business cycles: Instructor copy</i> [Economics LAP 9]. Columbus, OH: Author.</p>
Textbooks	<p>Clayton, G.E. (1995). <i>Economics: Practices and principles</i> (p. 383). New York: Glencoe/McGraw-Hill.</p> <p>Everard, K.E., & Burrow, J.L. (1996). <i>Business principles and management</i> (10th ed.) [pp. 70-71]. Cincinnati: South-Western.</p> <p>Farese, L.S., Kimbrell, G., & Woloszyk, C.A. (1997). <i>Marketing essentials</i> (2nd ed.) [pp. 53-55]. Mission Hills, CA: Glencoe/McGraw-Hill.</p> <p>Hyman, D.N. (1997). <i>Economics</i> (4th ed.) [pp. 495, 496]. Chicago: Irwin.</p> <p>Miller, R.L. (1995). <i>Economics: Today & tomorrow</i> (pp. 347-349). New York: Glencoe/Macmillan/McGraw-Hill.</p>
Workbooks/ Manuals	Turner, J., & Bottoms Maio, G. (1995). <i>Marketing in a global economy</i> (pp. 88-89). Cincinnati: South-Western.
Software/ Online	Curriculum and Instructional Materials Center (Producer). [1999]. <i>Marketing, business basics and economics</i> [Economics LAP 9: Presentation Software]. Marketing Education Resource Center (Distributor).

Topic	Economic Indicators/Trends
Performance Indicator	Describe the nature of current economic problems (EC:038)
Level	Specialist
SCANS	Information 5,7-8; Systems 15; Technology 19; Basic Skills 1-2,4-6; Thinking Skills 9,12
Objectives	<ul style="list-style-type: none"> a. Define the following terms: balanced budget, budget deficit, federal budget, comparable worth, deregulation, equal employment, global competition, national debt, pollution, poverty, suburban flight, and urban blight. b. Identify examples of current economic problems that affect your community. c. Explain causes of current economic problems. d. Draw conclusions about prices by interpreting the Consumer Price Index over a 10-year period. e. Determine inflation rates. f. Calculate unemployment rates. g. Identify solutions to current economic problems.
Sample Activities	<p>Use current periodicals to determine the five most problematic economic events of the past year in Iowa. Collaborate with a partner to discuss the events identified.</p> <p>Select a current economic problem, and write a paper identifying the problem, its cause(s), individuals affected, and the impact of the problem on business. Present the paper orally to the class.</p> <p>Calculate your state's current unemployment rate and compare it with those that existed 5, 10, and 15 years ago. Draw conclusions from the information.</p> <p>Conduct Internet or media-center research to identify an international issue/concern that has occurred within the past five years that affected the economy. Write a summary of the issue/concern; its cause; resolution; and impact on personal, national, and international economies. Present your summary orally to the class.</p>
Resources Textbooks	<p>Brown, B.J., & Clow, J.E. (1997). <i>Introduction to business: Our business and economic world</i> (pp. 299-309, 624-625). New York: Glencoe/McGraw-Hill.</p> <p>Everard, K.E., & Burrow, J.L. (1996). <i>Business principles and management</i> (10th ed.) [pp. 35-36, 69-70]. Cincinnati: South-Western.</p> <p>Hyman, D.N. (1997). <i>Economics</i> (4th ed.) [pp. 113, 333-334, 346-355, 452-455, 713, 736-752]. Chicago: Irwin.</p> <p>Junior Achievement Inc. (1996). <i>Economics: Study guide—teachers edition</i> (pp. 169-170). Colorado Springs: Author.</p> <p>Ristau, R.A., Egglund S.A., Dlabay, L.R., Burrow, J.L., & Daughtrey, A.S. (1997). <i>Introduction to business</i> (pp. 59-61). Cincinnati: South-Western Publishing.</p> <p>Zikmund, W.G., Middlemist, R.D., & Middlemist, M.R. (1995). <i>Business: The American challenge for global competitiveness</i> (pp. 48-50). Burr Ridge, IL: Irwin.</p>

**Software/
Online**

Lockwood Memorial Library. (No date). *International trade: Government resources* [Online]. Available:
<http://ublib.buffalo.edu/libraries/units/lml/govdocsbj/trade.html> [2000, June 8].

Topic	International Concepts
Performance Indicator	Explain the nature of international trade (EC:016)
Level	Specialist
SCANS	Information 7; Systems 15; Basic Skills 1-2, 5-6; Thinking Skills 12
Objectives	<ol style="list-style-type: none"> Define the following terms: imports, exports, international trade, absolute advantage, and comparative advantage. Describe reasons that international trade takes place. List gains from international trade. Identify ways in which the U.S. economy is affected by international trade. Describe types of trade barriers. Explain techniques used by governments to improve international trade relations.
Sample Activities	<p>Participate in a service-learning project being conducted at an elementary or middle school to explain to younger students why the United States would trade with other countries when it has an absolute advantage. Prepare visuals to support the presentation and activities to reinforce it. Analyze the strengths and weaknesses of the presentation, identifying changes that you would make if you were able to repeat the presentation.</p> <p>Interview a business partner to determine whether the person's company trades internationally. Find out what countries are involved, how this trade is carried out, and how international trade affects business decision making. Ask the partner to identify a situation or condition that occurred in one of the countries that affected the company's ability to trade. Write a summary of your findings, and present it orally to the class.</p> <p>Write an essay explaining how distribution of resources affects opportunity costs to the extent that it is desirable to specialize and engage in international or regional trade. Submit the essay to your teacher.</p> <p>Develop a listing of 20 personal belongings, and determine where the items were manufactured. Speculate as to why each item is produced where it is rather than in some other country. Develop a table with country names and the products produced. Color-code the origin of products from the list on a blank world map.</p> <p>Collect data from the United States' Department of Commerce (available on the Internet and in the United States' Statistical Abstract) regarding U.S. exports and imports with two countries on each continent. Analyze the data to determine the following:</p> <ol style="list-style-type: none"> Which country has an absolute advantage in trading? Why? What type of goods and services do we trade with each country? What is the value in U.S. dollars of the goods and services traded? <p>Collaborate with two other classmates to represent a foreign country that is requesting that Congress remove a trade quota. Prepare a presentation with charts and graphs, presenting the advantages of removing the quota. Identify the disadvantages of the quota, and prepare a written argument to overcome them. Make the presentation to the class.</p>

**Resources
LAP**

Marketing Education Resource Center (1996). *International trade* [Economics LAP 4]. Columbus, OH: Author.

Marketing Education Resource Center (1996). *International trade: Instructor copy* [Economics LAP 4]. Columbus, OH: Author.

Textbooks

Burrow, J., & Egglund, S. (1995). *Marketing foundations and functions* (pp. 120-124). Cincinnati: South-Western.

Clayton, G.E. (1995). *Economics: Principles and practices* (pp. 450-451, 467). New York: Glencoe/McGraw-Hill.

Colander, D.C. (1995). *Economics* (2nd ed.) [pp. 112, 116, 119, 120-121, 124, 266, 808-810, 814-823]. Chicago: Irwin.

Dlabay, L.R., & Scott, J.C. (1996). *Business in a global economy* (p. 9). Cincinnati: South-Western.

Farese, L.S., Kimbrell, G., & Woloszyk, C.A. (1997). *Marketing essentials* (2nd ed.) [pp. 87-89]. Mission Hills, CA: Glencoe/McGraw-Hill.

Hyman, D.N. (1997). *Economics* (4th ed.) [pp. 14-15, 49-50, 565, 780-782, 788, 790-797]. Chicago: Irwin.

Junior Achievement Inc. (1996). *Economics: Study guide—teacher's edition* (pp. 181-192). Colorado Springs: Author.

McEachern, W.A. (1997). *Economics: A contemporary introduction* (4th ed.) [pp. 29-30, 83-85, 748-750, 758-771]. Cincinnati: South-Western.

Wilson, J.H., & Clark, J.R. (1996). *Economics* (4th ed.) [pp. 53, 344, 628, 630, 632-633, 637-638, 653]. Cincinnati: South-Western.

Zikmund, W.G., Middlemist, R.D., & Middlemist, M.R. (1995). *Business: The American challenge for global competitiveness* (p. 50, 193-195). Burr Ridge, IL: Irwin.

**Workbooks/
Manuals**

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D.E. Visuals (Producer). [1999]. *European union* [Videocassette]. Columbus, OH: Marketing Education Resource Center (Distributor).

RMI Media Productions (Producer). [1998]. *International logistics*. [Videocassette]. Columbus, OH: Marketing Education Resource Center (Distributor).

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Online**

EconomicsAmerica (1995). *Virtual economics: Unit 6: Lesson 5: Making a macro-model: Imports and exports* [CD-ROM]. Lincoln, NE: Author.

The Economist Newspaper Limited (No date). *The Economist* [Online]. Available: <http://www.economist.com> [2000, June 5].

Marketing Education Resource Center (1999). *International trade* [Economics LAP 4: Presentation Software]. Columbus, OH: Author.

NAFTAnet (No date). *NAFTAnet* [Online]. Available: <http://www.nafta.net/> [2000, June 5].

United States Department of Agriculture (No date). *AgExporter* [Online]. Available: <http://ffas.usda.gov/info/agexporter/agexport.html> [2000, June 5].

World Trade Organization (No date). *World Trade Organization* [Online]. Available: <http://www.wto.org> [2000, June 5].

Topic	International Concepts
Performance Indicator	Identify the impact of cultural and social environments on world trade (EC:045)
Level	Specialist
SCANS	Information 5,7; Interpersonal 14; Systems 15; Basic Skills 1-2, 5-6; Thinking Skills 12
Objectives	<ol style="list-style-type: none">Define the following terms: culture, beliefs, values, assumptions, cultural baggage, business subculture, family unit, gender roles, family-work relationships, mobility, class system, language, customs, and social relationships.Explain why business subcultures shape the behaviors of businesspeople.Describe how culture influences the components of social organization.Explain how culture influences communication.Describe the impact of values on culture.Explain the importance of understanding the culture of international trading partners.
Sample Activities	<p>Select a country of interest, and research its culture. Identify aspects of the country's culture that would impact marketing activities. Using a software program, prepare an informative brochure that could be used by marketers to help them succeed in doing business in that country. Import pictures into the brochure to depict the cultural aspects identified. Present the brochure to the class.</p> <p>Given a handout of international trade situations, label the situations as the result of cultural, economic, or political actions. Discuss your responses with the class.</p> <p>Research a specific culture of interest to you, and write a paper explaining the culture's attitudes, beliefs, values, language, etc. Discuss cultural shifts that have occurred and how they affect consumer buying behavior. Share your findings with the class.</p> <p>Using the Internet or media center resources, research the cultural norms and values of a country of your choice. Compare and contrast the differences in your findings and the United States' norms and values. Identify how the marketing of five specific products would need to be modified in order to be sold in each country. Prepare a chart to illustrate this, and share it with the class.</p> <p>Identify several different cultural norms and values found in various parts of the United States. State how these differences affect the marketing of products in different parts of the country. Create a visual to explain the differences, and share it with the class.</p> <p>Conduct an Internet search to identify cultural problems that U.S. businesses have encountered when opening plants in other countries. Report your findings to the class.</p>

Identify and list cultures that exist in your community. Take your list to a business partner to find out how each identified culture affects business activities. Report your findings to the class.

Research a country's business etiquette, and write a story about how you would properly interact with a business owner in that country during a sales situation. Read your story to the class.

Resources

Textbooks

- Beardon, W.O., Ingram, T.N., & LaForge, R.W. (1995). *Marketing: Principles & perspectives* (pp. 112-116). Chicago: Irwin.
- Colander, D.C. (1995). *Economics* (2nd ed.) [pp. 828-832]. Chicago: Irwin.
- Dlabay, L.R., & Scott, J.C. (1996). *Business in a global economy* (pp. 11, 45-65). Cincinnati: South-Western.
- Evans, J.R., & Berman, B. (1997). *Marketing* (7th ed.) [pp. 152-153, 227]. Upper Saddle River, NJ: Prentice Hall.
- Ristau, R.A., Egglund, S.A., Dlabay, L.R., Burrow, J.L., & Daughtrey, A.S. (1997). *Introduction to business* (3rd ed.) [p. 71]. Cincinnati: South-Western Educational Publishing.
- Wisner, B. (1996). *Applied marketing* (pp. 37-41, 540-541). Upper Saddle River, NJ: Prentice Hall.

Workbooks/ Manuals

- Turner, J., & Bottoms Maio, G. (1995). *Marketing in a global economy* (pp. 56-72). Cincinnati: South-Western

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- Learning Seed (Producer). [1996]. *Gender and Careers* [Videocassette]. Columbus, OH: Marketing Education Resource Center (Distributor).
- Meridian (Producer). [1995]. *Your cultural passport: International business* [Videocassette]. Columbus, OH: Marketing Education Resource Center (Distributor).
- RMI Media Productions (Producer). [1997]. *Competing in a global environment* [Videocassette]. Columbus, OH: Marketing Education Resource Center (Distributor).
- RMI Media Productions (Producer). [1998]. *Culture by culture* [Videocassette]. Columbus, OH: Marketing Education Resource Center (Distributor).

Curriculum Guide Sheets

Section 3

Communication and Interpersonal Skills

Topic	Fundamentals of Communication
Performance Indicator	Explain the nature of effective communications (CO:015)
Level	Prerequisite
SCANS	Information 5-7; Systems 15; Basic Skills 1-2,5-6
Objectives	<ul style="list-style-type: none"> a. Explain the importance of effective communication in business and marketing. b. Identify types of communication that are important in business and marketing. c. Identify characteristics of effective communication. d. Identify barriers to effective communication. e. Describe techniques for overcoming barriers to effective communication.
Sample Activities	<p>Participate in a small-group activity to create two work-related situations in which effective and ineffective communication has occurred. Present the situations to the class. For each group's situations, identify the characteristics of effective communication for the positive situation. For the ineffective situation, identify the barriers that prevented effective communication and recommend techniques that could be used to overcome the identified barriers. Discuss and compare responses.</p> <p>Participate in the game of <i>Gossip</i>. Identify factors that contributed to changes made to the message. Analyze how those factors affect daily communication.</p> <p>Record examples of effective and ineffective communication that are encountered for one day, explaining why each situation was effective or ineffective and recommending actions to take in order to improve the ineffective-communication situations.</p>
Resources Textbooks	<p>Bailey, L.J. (1997). <i>Working: Learning a living</i> (2nd ed.) [pp. 198-203]. Cincinnati: South-Western.</p> <p>Clark, L.R., Zimmer, K., & Tinervia, J. (1995). <i>Business English and communication</i> (8th ed.) [pp. 438-446, 449-465, 469-479]. New York: Glencoe/McGraw-Hill.</p> <p>Farese, L.S., Kimbrell, G., & Woloszyk, C.A. (1997). <i>Marketing essentials</i> (2nd ed.) [pp. 120-131]. Mission Hills, CA: Glencoe/McGraw-Hill.</p> <p>Hyden, J.S., Jordan, A.K., Steinauer, M.H., & Jones, M.J. (1994). <i>Communicating for success: An applied approach</i> (pp. 66-84). Cincinnati: South-Western.</p> <p>Ricketts, C. (1997). <i>Leadership: Personal development & career success</i> (pp. 89-99). Albany, NY: Delmar.</p>

**Workbooks/
Manuals**

- Ancona, P. (1998). *SuccessAbilities!: 1,003 practical ways to keep up, stand out, and move ahead at work* (pp. 66-81, 94-103). Columbus, OH: Marketing Education Resource Center (Distributor).
- Frunzi, G.L., & Savini, P.E. (1992). *Human relations: Leadership in organizations* (pp. 143-148). Cincinnati: South-Western.
- Saben, T.J. (1994). *Practical business communication*. Columbus, OH: Marketing Education Resource Center (Distributor).
- Schulman, M., & Kowadlo, B.F. (1995). *Working smart* (pp. 72-83, 116-126). Cincinnati: South-Western.

Video

- D.E. Visuals. (Producer) [1995]. *Nonverbal communication* [Videocassette]. Columbus, OH: Marketing Education Resource Center (Distributor).
- JIST (Producer). [1995]. *Art of effective communication* [Videocassette]. Columbus, OH: Marketing Education Resource Center (Distributor).
- Meridian Education Corporation (Producer). [1996]. *Business communication: Speaking* [Videocassette]. Columbus, OH: Marketing Education Resource Center (Distributor).
- Meridian Education Corporation (Producer). [1996]. *Business communication: Listening* [Videocassette]. Columbus, OH: Marketing Education Resource Center (Distributor).

Topic	Fundamentals of Communication
Performance Indicator	Apply effective listening skills (CO:017)
Level	Prerequisite
SCANS	Interpersonal 11; Systems 15; Basic Skills 5-6; Personal Qualities 15
Objectives	<ul style="list-style-type: none"> a. Distinguish between active and passive listening. b. List reasons that you choose to listen to others. c. Identify rewards associated with listening to others. d. Describe the importance of listening to others. e. Discuss barriers to effective listening. f. Explain the elements of effective listening. g. Discuss guidelines for effective listening. h. Practice active listening.
Sample Activities	<p>Participate in a small-group activity to prepare a role-play situation depicting effective or ineffective listening in marketing. Present the role-play situation to the class. Listen to the role-play situations developed by other groups, identify factors that contributed to or hindered listening, and identify how the listener implemented or failed to implement the guideline(s) to effective listening. Discuss the findings.</p> <p>Listen to a message read by the instructor while music is played in the background. Summarize the key points. Listen to the re-reading of the opening passage again but without the music. Summarize the message. Determine whether the accuracy of the summary improved.</p> <p>Watch an infomercial for a product on television. Respond to a series of questions about product features that are asked by your teacher the next day. Analyze the effectiveness of your listening skills.</p>
Resources Textbooks	<p>Bailey, L.J. (1997). <i>Working: Learning a living</i> (2nd ed.) [pp. 198-203]. Cincinnati: South-Western.</p> <p>Farese, L.S., Kimbrell, G., & Woloszyk, C.A. (1997). <i>Marketing essentials</i> (2nd ed.) [pp. 120-131]. Mission Hills, CA: Glencoe/McGraw-Hill.</p> <p>Hyden, J.S., Jordan, A.K., Steinauer, M.H., & Jones, M.J. (1994). <i>Communicating for success: An applied approach</i> (pp. 66-84). Cincinnati: South-Western.</p> <p>Meyer, E.C., & Allen, K.R. (1994). <i>Entrepreneurship and small business management</i> (pp. 48-51). New York: Glencoe/Macmillan/McGraw-Hill.</p> <p>Ricketts, C. (1997). <i>Leadership: Personal development & career success</i> (pp. 89-99). Albany, NY: Delmar.</p>

**Workbooks/
Manuals**

- Ancona, P. (1998). *SuccessAbilities!: 1,003 practical ways to keep up, stand out, and move ahead at work* (pp. 66-81, 94-103). Columbus, OH: Marketing Education Resource Center (Distributor).
- Frunzi, G.L., & Savini, P.E. (1992). *Human relations: Leadership in organizations* (pp. 143-148). Cincinnati: South-Western.
- Saben, T.J. (1994). *Practical business communication*. Columbus, OH: Marketing Education Resource Center (Distributor).
- Williams, J.W., & Egglund, S.A. (1992). *Communication that works!* (3rd ed.) [pp. 58-79]. Cincinnati: South-Western.

Video

- D.E. Visuals (Producer). [1995]. *Nonverbal communication* [Videocassette]. Columbus, OH: Marketing Education Resource Center (Distributor).
- JIST (Producer). [1995]. *Art of effective communication* [Videocassette]. Columbus, OH: Marketing Education Resource Center (Distributor).
- Meridian Education Corporation (Producer). [1996]. *Business communication: Speaking* [Videocassette]. Columbus, OH: Marketing Education Resource Center (Distributor).
- Meridian Education Corporation (Producer). [1996]. *Business communication: Listening* [Videocassette]. Columbus, OH: Marketing Education Resource Center (Distributor).

Topic

Fundamentals of Communication

Performance Indicator

Use proper grammar and vocabulary (CO:004)

Level

Prerequisite

SCANS

Information 7; Systems 15; Basic Skills 2,6

Objectives

- a. Identify proper subject/verb agreement in sentences.
- b. Identify proper noun/pronoun agreement in sentences.
- c. Identify proper use of adverbs and adjectives in sentences.
- d. Identify complete sentences.
- e. Identify correct word usage in sentences.
- f. Explain the importance of a technical vocabulary.
- g. Explain the appropriateness of using a technical vocabulary.
- h. Explain the relationship of business success to proper grammar.
- i. Demonstrate the proper use of grammar and vocabulary.

Sample Activities

Write a one-paragraph response to the prompt, "Tell me about yourself." Read the response to a small group of students, asking that the group members determine whether the response contains any grammatical errors. If grammatical errors are identified, the group should discuss the nature of the errors and how to correct them. When the group is satisfied that the response is "letter perfect," members should sign their names at the bottom of other students' responses. Repeat the process for all group members.

Given a handout containing correct and incorrect sentences, determine whether each sentence is correct or contains errors. If an error is detected, circle the error, and write a brief explanation of what the error is and how it could be corrected. Compare responses with those of classmates.

Create five sentences about marketing which contain grammatical errors. Volunteer to read a sentence to the class. Identify the grammatical errors in the sentences read by classmates, and classify the errors as subject/verb, noun/pronoun, adverb/adjective, or incomplete sentence.

Tape record responses to questions about your current job or the career you plan to pursue. In small groups, listen to the responses, and identify grammatical errors.

**Resources
Textbooks**

- Bailey, L.J. (1997). *Working: Learning a living* (2nd ed.) [pp. 204-207]. Cincinnati: South-Western.
- Clark, L.R., Zimmer, K., & Tinervia, J. (1995). *Business English and communication* (8th ed.) [pp. 312-433]. New York: Glencoe/McGraw-Hill.
- Farese, L.S., Kimbrell, G., & Woloszyk, C.A. (1997). *Marketing essentials* (2nd ed.) [pp. 129-131]. Mission Hills, CA: Glencoe/McGraw-Hill.
- Meyer, E.C., & Allen, K.R. (1994). *Entrepreneurship and small business management* (pp. 42-47). New York: Glencoe/Macmillan/McGraw-Hill.
- Ricketts, C. (1997). *Leadership: Personal development & career success* (p. 93). Albany, NY: Delmar.

**Workbooks/
Manuals**

- Ancona, P. (1998). *SuccessAbilities!: 1,003 practical ways to keep up, stand out, and move ahead at work* (pp. 84-91). Columbus, OH: Marketing Education Resource Center (Distributor).
- Bonet, D. (1993). *Easy English: Basic grammar and usage* (pp. 1-104). Columbus, OH: Marketing Education Resource Center (Distributor).
- Brock, S.L. (1996). *Better business writing* (3rd ed.). Columbus, OH: Marketing Education Resource Center (Distributor).
- CareerTrack Publications (1993). *Grammar for business professionals*. Columbus, OH: Marketing Education Resource Center (Distributor).
- South-Western Educational Publishing (1997). *The communication handbook for school-to-work* (pp. 130-168). Cincinnati: Author.

Topic	Fundamentals of Communication
Performance Indicator	Reinforce service orientation through communication (CO:018)
Level	Career-sustaining
SCANS	Information 5; Interpersonal 11; Systems 15; Basic Skills 1-2,5-6; Thinking Skills 12; Personal Qualities 15
Objectives	<ul style="list-style-type: none"> a. Define the term service orientation. b. Explain the relationship between communication and service. c. Identify ways in which employees in business and marketing can demonstrate a service orientation. d. Demonstrate procedures for reinforcing a service orientation through communication.
Sample Activities	<p>Select a job in marketing, and write five ways or statements that an employee in that role could reinforce a service orientation through communication.</p> <p>Contact a business to find out how employees communicate with customers to reinforce a service orientation. Share the findings with the class.</p> <p>Listen to a business representative discuss ways that employees communicate with clients/customers to reinforce the business's services.</p> <p>Ask an adult who has used marketing services to identify ways that a business reinforced its service orientation through communication. Share the findings with the class.</p>
Resources	
Textbooks	<p>Mowen, J.C. (1995). <i>Consumer behavior</i> (4th ed.) [pp. 376-409]. Englewood Cliffs, NJ: Prentice Hall.</p> <p>Wallace, H.R., & Masters, L.A. (1996). <i>Personality development for work</i> (7th ed.) [pp. 107-108]. Cincinnati: South-Western.</p>
Workbooks/ Manuals	<p>Glanz, B.A. (1994). <i>Building customer loyalty: How you can help keep customers returning</i> (pp. 68-69). Columbus, OH: Marketing Education Resource Center (Distributor).</p> <p>Stull, W.A., & Crow, D.E. (1996). <i>Superior customer service</i> (pp. 86-107). Cincinnati: South-Western.</p>

Topic	Fundamentals of Communication
Performance Indicator	Explain the nature of effective verbal communications (CO:147)
Level	Prerequisite
SCANS	Information 7; Systems 15; Basic Skills 5-6
Objectives	<ul style="list-style-type: none"> a. Explain the importance of voice in communicating with others. b. Identify characteristics of effective verbal communication. c. Describe how nonverbal communication affects verbal messages. d. Explain the importance of effective verbal communication in business and marketing.
Sample Activities	<p>Participate in a small-group activity to identify two examples of each of the following behaviors, explaining possible interpretations of the message by the receiver: body language, silence, appearance, time, physical contact, facial expression. Appoint a representative to present the group's examples to the class. Compare and discuss responses.</p> <p>Watch a videotaped presentation of a conversation between a student and a teacher. Draw conclusions about the intent of the conversation based on the nature of the verbal and nonverbal communication depicted.</p> <p>Listen to a guest speaker discuss the importance of voice in communicating with others in marketing and describe characteristics of effective verbal communication. List the characteristics of effective verbal communication that are identified by the presenter. Discuss the responses with the class.</p> <p>Given a handout containing statements whose meaning is changed by the manner of delivery, write down the words or sentences that affect meaning. Discuss responses with the class.</p>
Resources Textbooks	<p>Baltus, R.K. (1993). <i>Personal psychology for life and work</i> (3rd ed.) [pp. 218-222]. New York: Glencoe/Macmillan/McGraw-Hill.</p> <p>Hyden, J.S., Jordan, A.K., Steinauer, M.H., & Jones, M.J. (1994). <i>Communicating for success: An applied approach</i> (pp. 2-3, 8-18, 67-69, 74, 145-149). Cincinnati: South-Western.</p> <p>Kimbrell, G., & Vineyard, B.S. (1998). <i>Succeeding in the world of work: Teacher's wraparound edition</i> (6th ed.) [pp. 120, 277, 281, 292, 296, 513]. New York: Glencoe/Macmillan/McGraw-Hill.</p> <p>Ricketts, C. (1997). <i>Leadership: Personal development and career success</i> (pp. 82-85). Albany, NY: Delmar Publishers.</p> <p>Wray, R.D., Luft, R.L., & Highland, P.J. (1996). <i>Fundamentals of Human Relations: Applications for Life & Work</i> (pp. 144-165). Cincinnati: South-Western Educational Publishing.</p>
Workbooks/ Manuals	Eggland, S.A., & Williams, J.W. (1998). <i>Human relations for career success</i> (5 th ed. [pp. 118-120]. Cincinnati: South-Western.

Video

- Cambridge (Producer). [1997]. *9 deadliest sins of communication* [Videocassette]. Columbus, OH: Marketing Education Resource Center (Distributor).
- CRISP (Producer). [1995]. *Communicate!* [Videocassette]. Columbus, OH: Marketing Education Resource Center (Distributor).
- JIST (Producer). [1995]. *Art of effective communication* [Videocassette]. Columbus, OH: Marketing Education Resource Center (Distributor).

Topic	Fundamentals of Communication
Performance Indicator	Address people properly (CO:005)
Level	Prerequisite
SCANS	Information 7; Systems 15; Basic Skills 5-6; Personal Qualities 15
Objectives	<ul style="list-style-type: none"> a. Identify situations in which business and marketing employees need to address others in a businesslike manner. b. Explain the importance of addressing others in a businesslike manner. c. Discuss guidelines for addressing others properly. d. Address others in a businesslike manner.
Sample Activities	<p>Given a marketing situation, role-play how to address a customer properly. Ask a classmate to evaluate the role-play.</p> <p>Observe the instructor's demonstration of proper and improper ways for employees to address people. Discuss possible outcomes of the improper greeting. Recommend how employees could correct the improper greeting.</p> <p>Select a foreign country, and research proper etiquette for addressing people in that country. Write a paragraph describing the differences between American greetings and greetings in the selected country.</p>
Resources	
Textbooks	<p>Bailey, L.J. (1997). <i>Working: Learning a living</i> (2nd ed.) [pp. 115-124]. Cincinnati: South-Western.</p> <p>Farese, L.S., Kimbrell, G., & Woloszyk, C.A. (1997). <i>Marketing essentials</i> (2nd ed.) [pp. 151-157]. Mission Hills, CA: Glencoe/McGraw-Hill.</p> <p>Lamberton, L.H., & Minor, L. (1995). <i>Human relations: Strategies for success</i> (pp. 108-134, 141-144, 283-284). Chicago: Irwin.</p> <p>Ricketts, C. (1997). <i>Leadership: Personal development & career success</i> (pp. 104-106, 473-479). Albany, NY: Delmar.</p>
Workbooks/ Manuals	<p>Foster, D.L. (1995). <i>An introduction to travel and tourism</i> (2nd ed.) [p. 279]. New York: Glencoe/McGraw-Hill.</p> <p>Maddux, R.B. (1992). <i>Team building: An exercise in leadership</i>. Columbus, OH: Marketing Education Resource Center (Distributor).</p>
Video	<p>Irwin (Producer). [1995]. <i>Effective teamwork</i> [Videocassette]. Columbus, OH: Marketing Education Resource Center (Distributor).</p>

Topic	Fundamentals of Communication
Performance Indicator	Handle telephone calls in a businesslike manner (CO:114)
Level	Career-sustaining
SCANS	Information 5-7; Interpersonal 11; Systems 15; Technology 19; Basic Skills 1-2,5-6; Thinking Skills 12; Personal Qualities 15
Objectives	<ul style="list-style-type: none"> a. Describe proper verbal skills needed to handle telephone calls. b. Explain attitudes needed when handling telephone calls. c. Explain standard procedures for taking messages. d. Describe procedures for handling telephone calls in a businesslike manner. e. Demonstrate procedures for handling telephone calls in a businesslike manner.
Sample Activities	<p>Observe the instructor's demonstrations of handling telephone calls incorrectly and correctly. Evaluate the instructor's performance in which the proper techniques are demonstrated using the instructor's performance checklist.</p> <p>Observe how employees in businesses with which you are familiar handle business telephone calls. Discuss the findings with the class.</p> <p>Participate in a role-play situation involving the proper use of telephone techniques.</p> <p>Participate in a role-play situation to demonstrate tactics for handling a telephone call from an irate customer.</p> <p>Evaluate the performance of another student in handling telephone calls in a business-like manner.</p>
Resources Textbooks	<p>Bailey, L.J. (1997). <i>Working: Learning a living</i> (2nd ed.) [p. 202]. Cincinnati: South-Western.</p> <p>Clark, L.R., Zimmer, K., & Tinervia, J. (1995). <i>Business English and communication</i> (8th ed.) [pp. 471-473]. New York: Glencoe/McGraw-Hill.</p> <p>Farese, L.S., Kimbrell, G., & Woloszyk, C.A. (1997) <i>Marketing essentials</i> (2nd ed.) [p. 129]. Mission Hills, CA: Glencoe/McGraw-Hill.</p> <p>Hyden, J.S., Jordan, A.K., Steinauer, M.H., & Jones, M.J. (1994). <i>Communicating for success: An applied approach</i> (pp. 80-83). Cincinnati, OH: South-Western.</p>

Topic	Fundamentals of Communication
Performance Indicator	Persuade others (CO:024)
Level	Specialist
SCANS	Information 7; Interpersonal 9, 12; Systems 15; Basic Skills 5-6; Thinking Skills 8; Personal Qualities 15
Objectives	<ul style="list-style-type: none"> a. Explain the importance of being able to persuade others. b. Describe occasions in business for persuading others. c. Identify factors that determine a person's credibility with others. d. Explain techniques for persuading others. e. Demonstrate procedures for persuading others.
Sample Activities	<p>Attend a local city council meeting to identify the techniques that businesses use to persuade council members to issue permits, change city zoning from residential to business, and/or other persuasive activities. Discuss your observations with the class.</p> <p>Compare and contrast three different television commercials that advertise the same product. Based on your findings, rate each commercial's effectiveness level on a scale of 1–3, with 1 being Not Effective, 2 being Somewhat Effective, and 3 being Very Effective. Discuss your ratings with the class.</p> <p>Choose a leader in your community, state, or country. Identify the characteristics that make that person a persuasive (or credible) leader. Write a summary of the person's characteristics, and submit it to your teacher.</p> <p>Collaborate with a partner who has an opposing viewpoint about a topic of your choosing. Attempt to persuade that person to change his/her mind.</p>
Resources	
Textbooks	<p>Hyden, J.S., Jordan, A.K., Steinauer, M.H., & Jones, M.J. (1994). <i>Communicating for success: An applied approach</i> (pp. 308-327, 458-463). Cincinnati: South-Western Publishing Co.</p> <p>Ricketts, C. (1997). <i>Leadership: Personal development & career success</i> (pp. 116, 415-417). Albany, NY: Delmar Publishers.</p>
Workbooks/ Manuals	Ancona, P. (1998). <i>SuccessAbilities!: 1,003 practical ways to keep up, stand out, and move ahead at work</i> (pp. 76, 96-97). Columbus, OH: Marketing Education Resource Center (Distributor).

Topic	Fundamentals of Communication
Performance Indicator	Make oral presentations (CO:025)
Level	Specialist
SCANS	Information 5-7; Interpersonal 10,12; Systems 15; Basic Skills 1-2,5-6; Thinking Skills 7
Objectives	<ul style="list-style-type: none"> a. Identify occasions when oral presentations are required. b. Explain the importance of communication skills in oral presentations. c. Describe characteristics of effective oral presentations. d. Discuss the role of visual support in making oral presentations. e. Demonstrate procedures for making oral presentations.
Sample Activities	<p>Make a brief oral presentation to a small group of students in your class. Ask the students to evaluate your performance. Discuss the evaluations. Obtain recommendations for improving the presentation. Review their comments, prepare, and give the presentation to another group of students. Determine whether your performance improved.</p> <p>Evaluate an oral presentation given by a teacher, student, guest speaker, or other person. Identify the strengths and weaknesses of the presentation, and discuss them with a small group of students in your class.</p> <p>Ask a classmate to videotape an oral presentation in which you describe the attributes of an idea that you would like to market. Watch the videotape, and conduct a self-analysis of the effectiveness of your presentation.</p> <p>Ask your employer to identify a topic for you to research and report on at the next staff meeting. Make the oral presentation, and ask your employer to provide feedback.</p>
Resources	
Textbooks	<p>Clark, L.R., Zimmer, K., & Tinervia, J. (1995). <i>Business English and communication</i> (8th ed.) [pp. 44-46, 449-465, 469-471, 473-479]. New York: Glencoe/McGraw-Hill.</p> <p>Hyden, J.S., Jordan, A.K., Steinauer, M.H., & Jones, M.J. (1994). <i>Communicating for success: An applied approach</i> (pp. 145-150). Cincinnati: South-Western Publishing Co.</p> <p>Williams, J.W., & Egglund, S.A. (1992). <i>Communication that works!</i> (3rd ed.) [pp. 71-74]. Cincinnati: South-Western Publishing Co.</p>
Workbooks/ Manuals	Ancona, P. (1998). <i>SuccessAbilities!: 1,003 practical ways to keep up, stand out, and move ahead at work</i> (pp. 78-79). Columbus, OH: Marketing Education Resource Center (Distributor).
Video	JWA [Producer]. (1994). <i>How to make winning presentations</i> [Videocassette]. Columbus, OH: Marketing Education Resource Center (Distributor).

**Software/
Online**

- McNamara, C. (No date). *Presenting/Public speaking* [Online]. Available: <http://www.mapnp.org/library/commskls/presntng/presntng.htm> [2000, May 30].
- Northwest Regional Educational Laboratory (1998). *Bibliography of assessment alternatives: Oral communication* [Online]. Available: <http://www.nwrel.org/eval/library/pdfs/oral.pdf> [2000, March 22].
- Toastmasters International (1998). *10 tips for successful public speaking* [Online]. Available: <http://www.toastmasters.org/tips.htm> [2000, March 22].

Topic	Fundamentals of Communication
Performance Indicator	Explain the nature of written communications (CO:016)
Level	Career-sustaining
SCANS	Information 7; Systems 15; Basic Skills 1-2; Thinking Skills 7,12
Objectives	<ul style="list-style-type: none"> a. Identify types of written communication used in business. b. Identify characteristics of effective written communication. c. Explain the importance of neatness/accuracy when using written communication in business. d. Explain the importance of effective written communication.
Sample Activities	<p>Examine samples of written communication provided by your instructor. Classify the samples as effective or ineffective. Discuss the factors that you feel contributed to the samples' effectiveness.</p> <p>Obtain samples of written communication used at businesses with which you are familiar. Discuss and compare the samples with those obtained by classmates. Recommend ways to improve the samples so that they will be more effective.</p>
Resources Textbooks	<p>Bailey, L.J. (1997). <i>Working: Learning a living</i> (2nd ed.) [pp. 204-207]. Cincinnati: South-Western.</p> <p>Clark, L.R., Zimmer, K., & Tinervia, J. (1995). <i>Business English and communication</i> (8th ed.) [pp. 312-433]. New York: Glencoe/McGraw-Hill.</p> <p>Everard, K.E., & Burrow, J.L. (1996). <i>Business principles and management</i> (10th ed.) [pp. 213-214]. Cincinnati: South-Western.</p> <p>Farese, L.S., Kimbrell, G., & Woloszyk, C.A. (1997). <i>Marketing essentials</i> (2nd ed.) [pp. 129-131]. Mission Hills, CA: Glencoe/McGraw-Hill.</p> <p>Hyden, J.S., Jordan, A.K., Steinauer, M.H., & Jones, M.J. (1994). <i>Communicating for success: An applied approach</i> (pp. 275-280). Cincinnati: South-Western.</p> <p>Meyer, E.C., & Allen, K.R. (1994). <i>Entrepreneurship and small business management</i> (pp. 42-45). New York: Glencoe/Macmillan/McGraw-Hill.</p> <p>Ricketts, C. (1997). <i>Leadership: Personal development & career success</i> (pp. 92-93). Albany, NY: Delmar.</p> <p>Wray, R.D., Luft, R.L., & Highland, P.J. (1996). <i>Fundamentals of human relations: Applications for life and work</i> (pp. 155-161). Cincinnati: South-Western.</p>
Workbooks/ Manuals	<p>Ancona, P. (1998). <i>SuccessAbilities!: 1,003 practical ways to keep up, stand out, and move ahead at work</i> (pp. 88-91). Columbus, OH: Marketing Education Resource Center (Distributor).</p> <p>Reynolds, C. (1993). <i>Dimensions in professional development</i> (4th ed.) [pp. 188-190, 197-198]. Cincinnati: South-Western.</p> <p>South-Western Educational Publishing (1997). <i>The communication handbook for school-to-work</i> (pp. 2-10, 130-132). Cincinnati: South-Western.</p>

Topic	Fundamentals of Communication
Performance Indicator	Write business letters (CO:133)
Level	Career-sustaining
SCANS	Information 5-7; Interpersonal 12; Systems 15; Basic Skills 1-2; Thinking Skills 12
Objectives	<ul style="list-style-type: none"> a. Identify types of business letters. b. Describe the components of an effective business letter. c. Explain the guidelines for business-letter writing. d. Write a business letter.
Sample Activities	<p>Write a business letter, and transmit it by e-mail to your teacher. The letter should describe a target market you have identified for a good, service, or idea that you intend to market or should explain the nature of a business that you are interested in owning.</p> <p>Write a business letter to a company of interest to request a copy of its annual report.</p>
Resources Textbooks	<p>Bailey, L.J. (1997). <i>Working: Learning a living</i> (2nd ed.) [pp. 205-207]. Cincinnati: South-Western.</p> <p>Clark, L.R., Zimmer, K., & Tinervia, J. (1995). <i>Business English and communication</i> (8th ed.) [pp. 312-433]. New York: Glencoe/McGraw-Hill.</p> <p>Everard, K.E., & Burrow, J.L. (1996). <i>Business principles and management</i> (10th ed.) [p. 213]. Cincinnati: South-Western.</p> <p>Farese, L.S., Kimbrell, G., & Woloszyk, C.A. (1997). <i>Marketing essentials</i> (2nd ed.) [pp. 130-131]. Mission Hills, CA: Glencoe/McGraw-Hill.</p> <p>Ricketts, C. (1997). <i>Leadership: Personal development & career success</i> (pp. 92-93). Albany, NY: Delmar.</p> <p>Wray, R.D., Luft, R.L., & Highland, P.J. (1996). <i>Fundamentals of human relations: Applications for life and work</i> (pp. 155-161). Cincinnati: South-Western.</p>
Workbooks/ Manuals	<p>Ancona, P. (1998). <i>SuccessAbilities!: 1,003 practical ways to keep up, stand out, and move ahead at work</i> (pp. 84-85). Columbus, OH: Marketing Education Resource Center (Distributor).</p> <p>Chance, S., & Hockman, C.E. (1993). <i>Writing skills review</i> (pp. 55-99). New York: Glencoe/Macmillan/McGraw-Hill.</p> <p>South-Western Educational Publishing (1997). <i>The communication handbook for school-to-work</i> (pp. 2-10, 130-132). Cincinnati: South-Western.</p>
Software/ Online	<p>Biz Letters 2.0 [Computer software]. (1997-2000). Aldgate, Australia: First Wave Media. Available: http://www.fwmedia.com/letters/index.htm [2000, March 22].</p> <p>Oregon State University (1999). <i>Business writing</i> [Online]. Available: http://www.bus.orst.edu/faculty/shawd/tutorial/business_letters.htm [2000, March 22].</p> <p>New Era Publishing (1997). Writing an effective business letter [Online]. Available: http://www.business-letters.com/business-letters.htm [2000, March 22].</p>

Topic	Fundamentals of Communication
Performance Indicator	Write informational messages (CO:039)
Level	Career-sustaining
SCANS	Information 5-7; Interpersonal 12; Systems 15; Basic Skills 1-2; Thinking Skills 12
Objectives	<ul style="list-style-type: none"> a. Define the term informational messages. b. Identify examples of informational messages used by businesses. c. Explain the purposes of informational messages. d. Demonstrate procedures for writing informational messages.
Sample Activities	<p>Write a letter to the school or local newspaper to inform the paper of the student organization's latest activities.</p> <p>Write a letter to notify a customer that her/his reservation has been received.</p> <p>Write a letter to notify a valued customer that the latest models/designs have arrived at your business.</p> <p>Write a memorandum to an employee informing her/him that s/he has been selected employee of the month.</p> <p>Write a letter to a customer whose account is overdue.</p>
Resources Textbooks	<p>Bailey, L.J. (1997). <i>Working: Learning a living</i> (2nd ed.) [pp. 204-207]. Cincinnati: South-Western.</p> <p>Clark, L.R., Zimmer, K., & Tinervia, J. (1995). <i>Business English and communication</i> (8th ed.) [pp.312-433]. New York: Glencoe/McGraw-Hill.</p> <p>Everard, K.E., & Burrow, J.L. (1996). <i>Business principles and management</i> (10th ed.) [pp. 213-214]. Cincinnati: South-Western.</p> <p>Farese, L.S., Kimbrell, G., & Woloszyk, C.A. (1997). <i>Marketing essentials</i> (2nd ed.) [pp. 129-131]. Mission Hills, CA: Glencoe/McGraw-Hill.</p> <p>Ricketts, C. (1997). <i>Leadership: Personal development & career success</i> (p. 92). Albany, NY: Delmar.</p> <p>Wray, R.D., Luft, R.L., & Highland, P.J. (1996). <i>Fundamentals of human relations: Applications for life and work</i> (pp. 155-161). Cincinnati: South-Western.</p>
Workbooks/ Manuals	<p>Ancona, P. (1998). <i>SuccessAbilities!: 1,003 practical ways to keep up, stand out, and move ahead at work</i> (pp. 88-91). Columbus, OH: Marketing Education Resource Center (Distributor).</p> <p>Brock, S.L. (1996). <i>Better business writing</i> (3rd ed.). Columbus, OH: Marketing Education Resource Center (Distributor).</p> <p>Chance, S., & Hockman, C.E. (1993). <i>Writing skills review</i> (pp. 55-56). New York: Glencoe/Macmillan/McGraw-Hill.</p> <p>Reynolds, C. (1993). <i>Dimensions in professional development</i> (4th ed.) [pp. 188-190, 197-198]. Cincinnati: South-Western.</p> <p>South-Western Educational Publishing (1997). <i>The communication handbook for school-to-work</i> (pp. 2-10, 130-168). Cincinnati: South-Western.</p>

Topic	Fundamentals of Communication
Performance Indicator	Write inquiries (CO:040)
Level	Career-sustaining
SCANS	Information 5-7; Systems 15; Basic Skills 1-2; Thinking Skills 12
Objectives	<ul style="list-style-type: none"> a. Define the term inquiries. b. Identify occasions when inquiries are written by businesses. c. Describe the importance of writing inquiries. d. Demonstrate procedures for writing inquiries.
Sample Activities	<p>Write an inquiry to obtain membership information in a professional organization of interest to you.</p> <p>Write an inquiry to determine availability of meeting rooms for a conference.</p> <p>Write an inquiry to a vendor about the availability of a product needed by a school-based enterprise.</p> <p>Write an inquiry to the local newspaper requesting a copy of the paper's guidelines for submitting news releases.</p>
Resources	
Textbooks	Ricketts, C. (1997). <i>Leadership: Personal development & career success</i> (pp. 92-93). Albany, NY: Delmar.
Workbooks/Manuals	<p>Chance, S., & Hockman, C.E. (1993). <i>Writing skills review</i> (pp. 69-76). New York: Glencoe/Macmillan/McGraw-Hill.</p> <p>Reynolds, C. (1993). <i>Dimensions in professional development</i> (4th ed.) [pp. 188-190, 197-198]. Cincinnati: South-Western.</p> <p>South-Western Educational Publishing (1997). <i>The communication handbook for school-to-work</i> (pp. 2-10, 130-132). Cincinnati: South-Western.</p>

Topic	Fundamentals of Communication
Performance Indicator	Write persuasive messages (CO:031)
Level	Specialist
SCANS	Information 5-7; Interpersonal 12; Systems 15; Basic Skills 1-2; Thinking Skills 12
Objectives	<ul style="list-style-type: none"> a. Define the term persuasive messages. b. Identify types of persuasive messages written by businesses. c. Explain the importance of writing persuasive messages. d. Describe characteristics of effective persuasive messages. e. Demonstrate procedures for writing persuasive messages.
Sample Activities	<p>Write a persuasive message to recruit students for next year's marketing classes. Review your message with a small group of students in your class, identifying ways to improve the message. Rewrite and type the message. Give the message to your teacher for review before it is given to a student interested in taking marketing.</p> <p>Write a persuasive message to the school board to secure funding for travel expenses to DECA events. Review the letter with your teacher. Rewrite and type it for dissemination to the school board.</p> <p>Write a persuasive message to a businessperson to encourage the individual to hire students in marketing. Review the letter with your teacher. Rewrite and type it in final form for dissemination in the business community.</p>
Resources	
Textbooks	<p>Clark, L.R., Zimmer, K., & Tinervia, J. (1995). <i>Business English and communication</i> (8th ed.) [pp. 331-332, 345-353, 394-395]. New York: Glencoe/McGraw-Hill.</p> <p>Hyden, J.S., Jordan, A.K., Steinauer, M.H., & Jones, M.J. (1999). <i>Communicating for success: An applied approach</i> (2nd ed.) [pp. 323-365]. Cincinnati: South-Western.</p> <p>Lehman, C.M., & DuFrene, D.D. (1999). <i>Business communications</i> (12th ed.) [pp. 264-268, 282-285, 521-525]. Cincinnati: South-Western College Publishing.</p> <p>Lesikar, R.V., Pettit, J.D., Jr., & Flatley, M.E. (1999). <i>Lesikar's basic business communication</i> (8th ed.) [pp. 161-165, 182-184]. Boston: Irwin McGraw-Hill.</p> <p>Locker, K.O. (2000). <i>Business and administrative communication</i> (5th ed.). [pp. 220-257]. Boston: Irwin McGraw-Hill.</p>
Workbooks/ Manuals	Adler, R.B., & Elmhurst, J.M. (1999). <i>Communicating at work: Principles and practices for business and the professions</i> (6 th ed.) [pp. 420-421]. Boston: McGraw-Hill College.
Software/ Online	Brown, M., & Hildebrand, F. (No date). <i>Models for teaching persuasion writing and reading</i> [Online]. Available: http://www.morrisville.edu/~HILDEBFL/rpeindex.html [2000, May 17].

Topic	Fundamentals of Communication
Performance Indicator	Prepare simple written reports (CO:094)
Level	Specialist
SCANS	Information 5-7; Systems 15; Basic Skills 1-2; Thinking Skills 12
Objectives	<ul style="list-style-type: none"> a. Identify types of simple written reports used in business. b. Explain characteristics of simple written reports. c. Prepare a simple written report.
Sample Activities	<p>Write a report about steps that need to be taken to decrease pilferage and theft in a school-based enterprise. Review the report with a team of students in the school-based enterprise.</p> <p>Search the Internet to obtain information about a topic identified by your teacher. Write a brief report using the information obtained in the search.</p> <p>Write a brief report identifying ways that you could increase your productivity at work. Include equipment needs, time wasters, and factors that currently hinder productivity. Review the report to your employer.</p> <p>Write a report outlining a proposal to finance a DECA activity at school. Review the report with your teacher.</p> <p>Write a report to justify the choice of vendors for a school-based enterprise. Submit the report to your teacher.</p>
Resources	
Textbooks	<p>Hyden, J.S., Jordan, A.K., Steinauer, M.H., & Jones, M.J. (1999). <i>Communicating for success: An applied approach</i> (2nd ed.) [pp. 521-522]. Cincinnati: South-Western.</p> <p>Lehman, C.M., & DuFrene, D.D. (1999). <i>Business communications</i> (12th ed.) [pp. 307, 366-373, 377-379]. Cincinnati: South-Western College Publishing.</p> <p>Lesikar, R.V., Pettit, J.D., Jr., & Flatley, M.E. (1999). <i>Lesikar's basic business communication</i> (8th ed.) [pp. 277-278, 292-297, 463-464]. Boston: Irwin McGraw-Hill.</p> <p>Locker, K.O. (2000). <i>Business and administrative communication</i> (5th ed.). [pp. 367-368, 447]. Boston: Irwin McGraw-Hill.</p>
Workbooks/ Manuals	<p>Adler, R.B., & Elmhorst, J.M. (1999). <i>Communicating at work: Principles and practices for business and the professions</i> (6th ed.) [pp. 451-454]. Boston: McGraw-Hill College.</p> <p>South-Western Educational Publishing (1997). <i>The communication handbook for school-to-work</i> (pp. 152-153). Cincinnati: South-Western.</p>

Topic	Fundamentals of Communication
Performance Indicator	Use communications technologies/systems (e.g., e-mail, faxes, voice mail, cell phones, etc.) (CO:041)
Level	Career-sustaining
SCANS	Information 5-7; Interpersonal 12; Systems 15; Technology 18; Basic Skills 1-2, 5-6; Thinking Skills 12
Objectives	<ul style="list-style-type: none"> a. Identify communications technologies/systems often used in businesses. b. Describe the benefits of communications technologies/systems. c. Explain procedures for using communications technologies/ systems. d. Demonstrate use of communications technologies/systems.
Sample Activities	<p>Place a telephone call, and leave a voice-mail message. Listen to your message before hanging up.</p> <p>Telephone a local business to obtain information about a product in which you are interested. Record the information obtained.</p> <p>Place a call on a cell phone.</p> <p>Send e-mail inquiries about a marketing-related problem. Save the message, and request a reply. Respond to any e-mail replies received.</p> <p>Write an e-mail message to a coworker requesting help in completing a task.</p> <p>Fax a purchase order to a vendor.</p>
Resources	
Textbooks	Boone, L.E., Kurtz, D.L., & Block, J.R. (1994). <i>Contemporary business communication</i> (pp. 670-693). Englewood Cliffs, NJ: Prentice Hall.
Workbooks/ Manuals	<p>Ancona, P. (1998). <i>SuccessAbilities!: 1,003 practical ways to keep up, stand out, and move ahead at work</i> (pp. 38-45). Columbus, OH: Marketing Education Resource Center (Distributor).</p> <p>Davidson, E. (1992). <i>Formatting letters and reports: A computer user's guide</i>. Columbus, OH: Marketing Education Resource Center (Distributor).</p> <p>Tempke, P. (1991). <i>Introduction to microcomputers</i>. Columbus, OH: Marketing Education Resource Center (Distributor).</p>

Topic	Staff Communications
Performance Indicator	Follow directions (CO:119)
Level	Prerequisite
SCANS	Information 5; Interpersonal 9; Systems 15; Basic Skills 1-2, 5-6; Thinking Skills 12
Objectives	<ul style="list-style-type: none"> a. Explain the importance of following directions at work. b. Discuss sources that provide directions at work. c. Distinguish between oral and written directions. d. Describe procedures for following directions. e. Demonstrate procedures for following directions.
Sample Activities	<p>Given a classroom simulation involving a fund-raising event, evaluate your ability to follow directions to complete the simulation. Discuss your findings with a small group of students in the class.</p> <p>Given a DECA activity, follow directions for completing it. Evaluate your performance, identifying its strengths and weaknesses. Discuss the impact of your performance on the successful completion of the activity.</p> <p>Ask your supervisor at work to monitor your ability to follow directions for one week. Discuss the strengths and weaknesses of your performance.</p>
Resources	
Textbooks	Kimbrell, G., & Vineyard, B.S. (1998). <i>Succeeding in the world of work: Teacher's manual</i> (6 th ed.) [p. 175]. New York: Glencoe/McGraw-Hill.
Workbooks/Manuals	Williams, J.W., & Egglund, S.A. (1992). <i>Communication that works!</i> (3 rd ed.) [p. 122]. Cincinnati: South-Western.

Topic	Staff Communications
Performance Indicator	Explain the nature of staff communication (CO:014)
Level	Career-sustaining
SCANS	Information 5; Interpersonal 9; Systems 15; Basic Skills 1-2, 5-6; Thinking Skills 12; Personal Qualities 15
Objectives	<ul style="list-style-type: none"> a. Identify channels of staff communication. b. Explain the types of information transmitted through different channels of staff communication. c. Explain the importance of effective staff communication to business. d. Describe guidelines for communicating with other employees.
Sample Activities	<p>Determine the types of information that need to be communicated to the staff of a school-based enterprise. Recommend ways to communicate that information. Compare responses with those of classmates.</p> <p>Identify channels of staff communication used at local businesses. Identify the types of information communicated through those channels. Compare responses with those of other students.</p>
Resources Textbooks	<p>Bailey, L.J. (1997). <i>Working: Learning a living</i> (2nd ed.) [pp. 116-119]. Cincinnati: South-Western.</p> <p>Everard, K.E., & Burrow, J.L. (1996). <i>Business principles and management</i> (10th ed.) [pp. 215-219]. Cincinnati: South-Western.</p> <p>Fisher, D. (1993). <i>Communication in organizations</i> (2nd ed.) [pp. 8-9, 108-112]. Minneapolis, MN: West Publishing Co.</p> <p>Lamberton, L.H., & Minor, L. (1995). <i>Human relations: Strategies for success</i> (pp. 119-122). Chicago: Irwin.</p> <p>Williams, J.W., & Egglund, S.A. (1992). <i>Communication that works!</i> (3rd ed.) [pp. 90-92, 113-114, 120-125]. Cincinnati: South-Western.</p> <p>Wray, R.D., Luft, R.L., & Highland, P.J. (1996). <i>Fundamentals of human relations: Applications for life and work</i> (pp. 168-175). Cincinnati: South-Western.</p>
Workbooks/ Manuals	<p>Corrado, F.M. (1994). <i>Communicating with employees: Improving organizational communication</i> (pp. 25-45). Columbus, OH: Marketing Education Resource Center (Distributor).</p> <p>Egglund, S.A., & Williams, J.W. (1993). <i>Human relations at work</i> (pp. 187-193). Cincinnati: South-Western.</p> <p>South-Western Educational Publishing (1997). <i>The communication handbook for school-to-work</i> (pp. 203-206). Cincinnati: South-Western.</p> <p>Williams, J.W., & Egglund, S.A. (1992). <i>Communication that works!</i> (3rd ed.) [pp. 69-76, 90-92, 113-114, 120-126]. Cincinnati: South-Western.</p>

Topic	Staff Communications
Performance Indicator	Explain the use of interdepartmental/company communications (CO:011)
Level	Career-sustaining
SCANS	Information 5; Interpersonal 9; Systems 15; Basic Skills 1-2, 5-6; Thinking Skills 12; Personal Qualities 15
Objectives	<ul style="list-style-type: none"> a. Explain the importance of interdepartmental/company communication. b. Identify the types of interdepartmental/company communication. c. Explain the kinds of information that would be transmitted through internal channels. d. Discuss barriers to effective interdepartmental/company communication.
Sample Activities	<p>Write a brief paper about the impact of technology on internal company communications. Cite examples of businesses that are utilizing technology to improve company communications.</p> <p>Examine students' or parents' working environments to determine specific barriers to company communication. Discuss the findings.</p> <p>Identify effective types of company communication. Compare responses with other students.</p> <p>Identify ways to support effective company communication. Discuss the responses with the class.</p>
Resources	
Textbooks	<p>Farese, L.S., Kimbrell, G., & Woloszyk, C.A. (1997). <i>Marketing essentials</i> (2nd ed.) [p. 131]. Mission Hills, CA: Glencoe/McGraw-Hill.</p> <p>Rue, L.W., & Byars, L.L. (1995). <i>Management: Skills and application</i> (7th ed.) [pp. 88-91]. Chicago: Irwin.</p>
Workbooks/ Manuals	<p>Certo, S.C. (1995). <i>Human relations today: Concepts and skills</i> (pp. 122-130). Chicago: Irwin.</p> <p>Corrado, F.M. (1994). <i>Communicating with employees: Improving organizational communication</i> (pp. 67-74). Columbus, OH: Marketing Education Resource Center (Distributor).</p> <p>Williams, J.W., & Egglund, S.A. (1992). <i>Communication that works!</i> (3rd ed.) [pp. 19-21]. Cincinnati: South-Western.</p>

Topic	Ethics in Communication
Performance Indicator	Respect the privacy of others (CO:042)
Level	Prerequisite
SCANS	Interpersonal 9; Systems 15; Basic Skills 5-6; Thinking Skills 12; Personal Qualities 15,17
Objectives	<ul style="list-style-type: none"> a. Define the term privacy. b. Explain the importance of respecting the privacy of others' electronic communication. c. Describe the privacy associated with sharing a computer with a coworker. d. Explain privacy issues associated with sharing office space with a coworker.
Sample Activities	<p>Contact a business in your community to obtain a copy of its privacy policy. Read the policy, and make your recommendations for expanding upon or enhancing the policy so that it includes all of the ways that employees should respect each other's privacy.</p> <p>Keep a journal of your most private thoughts for three days. Consider how you would feel if the information in the journal were to be made public knowledge.</p> <p>Given a series of work situations, determine whether privacy issues are involved. Discuss your responses with the class.</p> <p>Access a web site of a large corporation (e.g., www.reebok.com or www.mcdonalds.com), and read its privacy policy. Determine if you agree or disagree with the policy, and defend your position in a one-page paper.</p>
Resources Workbooks/ Manuals	Ancona, P. (1998). <i>SuccessAbilities!: 1,003 practical ways to keep up, stand out, and move ahead at work</i> (pp. 20, 158). Columbus, OH: Marketing Education Resource Center (Distributor).
Software/ Online	Poe, A. (2000, February). An office undivided. <i>HR Magazine</i> [Online]. Available: http://www.shrm.org/hrmagazine/articles/0200poe.htm [2000, June 1].

Topic	Ethics in Communication
Performance Indicator	Describe ethical considerations in providing information (CO:043)
Level	Specialist
SCANS	Interpersonal 9; Systems 15; Basic Skills 5-6; Thinking Skills 12; Personal Qualities 15,17
Objectives	<ul style="list-style-type: none"> a. Define the following terms: confidential information, confidentiality, and gossiping. b. Identify reasons for safeguarding confidential information. c. Explain circumstances in which confidential information should be divulged. d. Explain potential impacts of spreading workplace gossip. e. Describe the importance of providing honest information to and about consumers. f. Explain ethical methods for communicating information to others.
Sample Activities	<p>Access http://www.cs.bu.edu/staff/TA/jconsidi/oath.html to obtain a copy of a translation of Hippocrates' <i>The Oath</i> written in 400 BC. Use it as a guideline to write your own oath for maintaining confidentiality, and read it to the class.</p> <p>Given a list of topics, determine whether the topic should be communicated or remain confidential, and if the topic is to be communicated, who should receive the communication. Discuss responses with the class.</p> <p>Contact a hotel/motel in your area. Ask the manager to provide information about the hotel's policy about giving out guest information and to explain the reasoning behind the policy. Share your findings with a classmate.</p> <p>Interview the principal at your school to determine the types of information that are kept in student files. Ask her/him to explain the confidentiality issues associated with the files, and share the information with a classmate.</p> <p>Consider a time in which someone told a secret that you asked him/her not to tell. Explain the implications of this violation of trust to a classmate.</p>
Resources Textbooks	<p>Dalton, M., Hoyle, D.G., & Watts, M.W. (1992). Human relations (pp. 290, 341-344, 348). Cincinnati: South-Western Publishing Co.</p> <p>Everard, K.E., & Burrow, J.L. (1996). Business principles and management (10th ed.) [pp. 160-161]. Cincinnati: South-Western.</p> <p>Farese, L.S., Kimbrell, G., & Woloszyk, C.A. (1997). Marketing essentials (2nd ed.) [pp. 65-67]. Mission Hills, CA: Glencoe/McGraw-Hill.</p> <p>Kimbrell, G., & Vineyard, B.S. (1998). <i>Succeeding in the world of work: Teacher's manual</i> (6th ed.) [pp. 185-187]. New York: Glencoe/McGraw-Hill.</p>

Topic	Group Working Relationships
Performance Indicator	Treat others fairly at work (IS:001)
Level	Prerequisite
SCANS	Interpersonal 9,14; Systems 15; Basic Skills 5-6; Thinking Skills 12; Personal Qualities 14-15,17
Objectives	<ul style="list-style-type: none"> a. Define the following terms: gender, sexual orientation, physical condition, ethnic heritage, lifestyle, and harassment. b. Describe ways in which people in the workplace differ. c. Explain the importance of valuing differences in the workplace. d. Describe ways of treating others fairly at work. e. Demonstrate procedures for treating others fairly at work.
Sample Activities	<p>Write a brief paper about a situation at work in which a person was treated unfairly. Discuss the impact that this treatment had on the person and on the person's coworkers. Submit the paper to the teacher.</p> <p>Analyze the diversity found in the staff of a school-based enterprise or a local business. Write a brief explanation of how the workplace is affected by diversity.</p> <p>Identify a person at work who is different from you in some way. Prepare a list of the ways that you differ and that you are similar. Write a paragraph about the conclusions you could draw from your findings.</p>
Resources LAP	<p>Marketing Education Resource Center (2000). <i>Treating others fairly at work</i> [Human Relations LAP 24]. Columbus, OH: Author.</p> <p>Marketing Education Resource Center (2000). <i>Treating others fairly at work: Instructor copy</i> [Human Relations LAP 24]. Columbus, OH: Author.</p>
Textbooks	<p>Burrow, J., & Egglund, S. (1995). <i>Marketing foundations and functions</i> (p. 737). Cincinnati: South-Western.</p> <p>Farese, L.S., Kimbrell, G., & Woloszyk, C.A. (1997). <i>Marketing essentials</i> (2nd ed.) [pp. 73-81]. Mission Hills, CA: Glencoe/McGraw-Hill.</p> <p>Wisner, B. (1996). <i>Applied marketing</i> (pp. 31-32, 37-40). Upper Saddle River, NJ: Prentice Hall.</p> <p>Zikmund, W.G., Middlemist, R.D., & Middlemist, M.R. (1995). <i>Business: The American challenge for global competitiveness</i> (pp. 299-303). Burr Ridge, IL: Irwin.</p>
Software/ Online	<p>Marketing Education Resource Center (2000). <i>Treating others fairly at work</i> [Human Relations LAP 24: CD-ROM]. Columbus, OH: Author.</p> <p>Marketing Education Resource Center (2000). <i>Treating others fairly at work</i> [Human Relations LAP 24: Presentation Software]. Columbus, OH: Author.</p>

Topic	Group Working Relationships
Performance Indicator	Develop cultural sensitivity (IS:002)
Level	Career-sustaining
SCANS	Interpersonal 9,14; Systems 15; Basic Skills 5-6; Thinking Skills 12; Personal Qualities 14-15,17
Objectives	<ul style="list-style-type: none"> a. Define the term cultural sensitivity. b. Explain the importance of exhibiting cultural sensitivity. c. Describe ways for developing cultural sensitivity. d. Demonstrate guidelines for developing cultural sensitivity.
Sample Activities	<p>Participate in a small-group activity to identify a diversity issue that exists in your community, using the elements of race/ethnicity, family, social customs and behaviors, educational system, language differences, and religion. Discuss the impact of the issue on your business community.</p> <p>Collaborate with a partner to define the culture of your local community. Present the description to the class, comparing it to those developed by classmates. Discuss the impact of the culture on the business community.</p> <p>Research a specific culture of interest to you, and write a paper explaining the culture's attitudes, beliefs, values, language, etc. Discuss cultural shifts that have occurred and how they affect consumer buying behavior. Share your findings with the class.</p> <p>Participate in a small-group activity to cite examples of diversity in your classroom, school, and local community. Discuss the effects of diversity in each setting. Share the examples and the effects with the class.</p> <p>Scan the business environment to determine whether and how the interiors of businesses located in different ethnic parts of your community/city differ. Determine the reason for these differences, if they are found.</p> <p>Given a series of case studies, determine the cultural reasons for the need to modify marketing activities.</p>
Resources Textbooks	<p>Burrow, J., & Eggland, S. (1995). <i>Marketing foundations and functions</i> (pp. 132-133, 139). Cincinnati: South-Western.</p> <p>Dlabay, L.R., & Scott, J.C. (1996). <i>Business in a global economy</i> (pp. 11, 46-65). Cincinnati: South-Western.</p> <p>Farese, L.S., Kimbrell, G., & Woloszyk, C.A. (1997). <i>Marketing essentials</i> (2nd ed.) [pp. 73-78, 96-97]. Mission Hills, CA: Glencoe/McGraw-Hill.</p> <p>Wisner, B. (1996). <i>Applied marketing</i> (pp. 32-35, 40-42, 540-541). Upper Saddle River, NJ: Prentice Hall.</p> <p>Zikmund, W.G., Middlemist, R.D., & Middlemist, M.R. (1995). <i>Business: The American challenge for global competitiveness</i> (p. 295). Burr Ridge, IL: Irwin.</p>

**Workbooks/
Manuals**

- Shaw, R.T. (1995). *Core concepts: Marketing* (p. 304). Cincinnati: South-Western.
- Stull, W.A., & Hutt, R.W. (1992). *Marketing: An introduction* (2nd ed.) [pp. 361-362]. Cincinnati: South-Western.
- Turner, J., & Bottoms Maio, G. (1995). *Marketing in a global economy* (pp. 57-72, 223). Cincinnati: South-Western.

Topic	Group Working Relationships
Performance Indicator	Foster positive working relationships (IS:003)
Level	Career-sustaining
SCANS	Interpersonal 9,14; Systems 15; Basic Skills 5-6; Thinking Skills 12; Personal Qualities 14-15,17
Objectives	<ul style="list-style-type: none"> a. Define the following terms: human relations, interdependence, defeatist attitude, inferior attitude, superior attitude, mature attitude, authoritarian leaders, democratic leaders, and laissez-faire leaders. b. Explain how human relationships are significant aspects of our daily lives. c. Describe the importance of effective human relations at work. d. Identify skills needed to develop effective relationships. e. Discuss the significance of interdependence among workers. f. Describe attitudes that are common among workers. g. Describe leadership styles. h. Explain actions employees should take to establish effective working relationships with each leadership style.
Sample Activities	<p>Participate in a small-group activity to develop a skit depicting positive or negative working relationships. Present the skit to the class, asking students to identify the behaviors representing effective or ineffective interpersonal skills and to explain how the negative situations could be changed to foster positive working relationships.</p> <p>Rate your interpersonal skills, and identify one skill that you would most like to improve. Prepare an action plan showing ways to improve the skill. Discuss with the class how improvement of this skill will help to foster positive working relationships with others.</p> <p>Identify two situations at work (at school or in a community organization if you are not working) in which you have demonstrated effective interpersonal skills. Determine what skills and knowledge you used to demonstrate effective interpersonal skills and what benefits were obtained. Discuss the situations with the class.</p> <p>Collaborate with another student to categorize your overall attitude as defeatist, inferior, superior, or mature. Discuss the style of leadership exhibited by your supervisor and ways that you can improve your working relationship with her/him based on your knowledge of attitudes and leadership styles. Implement the techniques identified, and report changes in working relationships to your partner.</p>

Resources LAP

Marketing Education Resource Center (1998). *Human relations: What, why, how* [Human Relations LAP 1]. Columbus, OH: Author.

Marketing Education Resource Center (1998). *Human relations: What, why, how: Instructor copy* [Human Relations LAP 1]. Columbus, OH: Author.

Marketing Education Resource Center (1996). *Positive working relationships* [Human Relations LAP 9]. Columbus, OH: Author.

Marketing Education Resource Center (1998). *Positive working relationships: Instructor copy* [Human Relations LAP 9]. Columbus, OH: Author.

Textbooks

Bailey, L.J. (1997). *Working: Learning a living* (2nd ed.) [pp. 115-124]. Cincinnati: South-Western.

Daggett, W.R., & Miles, J.E. (1998). *The dynamics of work* (2nd ed.) [pp. 296-297, 300-301, 303-304, 343-355]. Cincinnati: South-Western Educational Publishing.

Farese, L.S., Kimbrell, G., & Woloszyk, C.A. (1997). *Marketing essentials* (2nd ed.) [pp. 152, 183, 564]. Mission Hills, CA: Glencoe/McGraw-Hill.

Kimbrell, G., & Vineyard, B.S. (1998). *Succeeding in the world of work: Teacher's manual* (6th ed.) [pp. 31, 85, 149, 194-201, 210-211, 273, 293, 333, 415, 501]. Westerville, OH: Glencoe/Macmillan/McGraw-Hill.

Mason, R.E., Rath, P.M., Husted, S.W., & Lynch, R.L. (1995). *Marketing: Practices and principles* (5th ed.) [pp. 77-78, 89]. New York: Glencoe/Macmillan/McGraw-Hill.

Wallace, H.R., & Masters, L.A. (1996). *Personality development for work* (7th ed.) [pp. 81-95]. Cincinnati: South-Western Educational Publishing.

Wray, R.D., Luft, R.L., & Highland, P.J. (1996). *Fundamentals of human relations: Applications for life and work* (pp. 3, 20-22, 25, 51, 57). Cincinnati: South-Western.

Workbooks/ Manuals

Ancona, P. (1998). *SuccessAbilities!: 1,003 practical ways to keep up, stand out, and move ahead at work* (pp. 25-35, 58, 108-113, 197, 234-235). Columbus, OH: Marketing Education Resource Center (Distributor).

Video

Human Relations Media (Producer). [1996]. *What's your attitude* [Videocassette]. Columbus, OH: Marketing Education Resource Center (Distributor).

Software/ Online

Curriculum and Instructional Materials Center (Producer). [1999]. *Employee survival skills: Human relations* [Human Relations LAP 9: Presentation Software]. Marketing Education Resource Center (Distributor).

Topic	Group Working Relationships
Performance Indicator	Participate as a team member (IS:004)
Level	Career-sustaining
SCANS	Interpersonal 9,14; Systems 15; Basic Skills 5-6; Thinking Skills 12; Personal Qualities 14-15,17
Objectives	<ol style="list-style-type: none"> Define the terms: teamwork, team, committee, standing committee, short-term committee, quality circles, project teams, and work teams. Distinguish between teams and groups. Identify types of teams used by businesses. Explain the importance of teams. Describe what it means to be a team member. Explain guidelines for being a good team member. Demonstrate guidelines for being a good team member.
Sample Activities	<p>Participate on a committee to plan an activity for your DECA chapter, identifying roles, responsibilities, and time lines. Debrief following the activity to determine what changes, if any, would be needed to improve the committee's activities.</p> <p>Given a group assignment by your teacher, demonstrate teamwork skills in completing the assignment. Debrief following the activity to examine teamwork skills utilized and the overall success of the assignment.</p>
Resources Textbooks	<p>Certo, S.C. (1995). <i>Human relations today: Concepts and skills</i> (pp. 13-14, 280-289, 291-296). Burr Ridge, IL: Irwin.</p> <p>Daggett, W.R., & Miles, J.E. (1998). <i>The dynamics of work</i> (2nd ed.) [pp. 76, 342]. Cincinnati: South-Western Educational Publishing.</p> <p>Everard, K.E., & Burrow, J.L. (1996). <i>Business principles and management</i> (10th ed.) [pp. 22, 38, 580-582, 647, 651]. Cincinnati: South-Western.</p> <p>Farese, L.S., Kimbrell, G., & Woloszyk, C.A. (1997). <i>Marketing essentials</i> (2nd ed.) [pp. 155-157, 167]. Mission Hills, CA: Glencoe/McGraw-Hill.</p> <p>Kimbrell, G., & Vineyard, B.S. (1998). <i>Succeeding in the world of work: Teacher's manual</i> (6th ed.) [pp. 264, 276-283, 278-282]. Westerville, OH: Glencoe/Macmillan/McGraw-Hill.</p> <p>Mason, R.E., Rath, P.M., Husted, S.W., & Lynch, R.L. (1995). <i>Marketing: Practices and principles</i> (5th ed.) [pp. 464-466]. New York: Glencoe/Macmillan/McGraw-Hill.</p> <p>Wallace, H.R., & Masters, L.A. (1996). <i>Personality development for work</i> (pp. 61-62, 67-68, 75-76). Cincinnati: South-Western Educational Publishing.</p> <p>Wray, R.D., Luft, R.L., & Highland, P.J. (1996). <i>Fundamentals of human relations: Applications for life and work</i> (pp. 64-93, 404-106). Cincinnati: South-Western.</p>

**Workbooks/
Manuals**

- CareerTrack (1998). *9 traits of highly successful work team: Video facilitator's guide*. Columbus, OH: Marketing Education Resource Center (Distributor).
- CareerTrack (1998). *9 traits of highly successful work team: Video student workbooks*. Columbus, OH: Marketing Education Resource Center (Distributor).
- Maginn, M.D. (1994). *Effective teamwork* [Business Skills Express Series]. Burr Ridge, IL: Irwin.

Video

- CareerTrack (Producer). [1998]. *9 traits of highly successful work teams* [Videocassette, 8 Vol.]. Columbus, OH: Marketing Education Resource Center (Distributor)
- CareerTrack (Producer). [1998]. *CareerTrack teams* [Videocassette, 4 Vol.]. Columbus, OH: Marketing Education Resource Center (Distributor).
- Irwin (Producer). [1995]. *Effective teamwork* [Videocassette]. Columbus, OH: Marketing Education Resource Center (Distributor).
- JWA (Producer). [1995]. *Effective teamwork* [Multimedia]. Columbus, OH: Marketing Education Resource Center (Distributor).
- The School Company (Producer). [1994]. *Teamwork: My job would be simple...* [Videocassette]. Columbus, OH: Marketing Education Resource Center (Distributor).

Topic	Customer Relationships
Performance Indicator	Explain the nature of positive customer/client relations (IS:005)
Level	Career-sustaining
SCANS	Interpersonal 11,14; Systems 15; Basic Skills 5-6; Thinking Skills 12; Personal Qualities 14-15,17
Objectives	<ul style="list-style-type: none"> a. Explain what it means to have positive customer/client relations. b. Identify factors that affect customer/client relations. c. Discuss the importance of positive customer/client relations. d. Describe techniques for building positive customer/client relations.
Sample Activities	<p>Identify examples of positive customer relations that have been encountered in marketing. Participate in a small-group role-play situation in which the group demonstrates one of the positive customer situations identified by the class. Present the role-play to the class.</p> <p>Prepare a skit that demonstrates the importance of customers to an organization. It should clearly convince an audience that the customer is vital to a business. Present the skit at an employer-employee function.</p>
Resources Textbooks	<p>Bailey, L.J. (1997). <i>Working: Learning a living</i> (2nd ed.) [pp. 115-124]. Cincinnati: South-Western.</p> <p>Farese, L.S., Kimbrell, G., & Woloszyk, C.A. (1997). <i>Marketing essentials</i> (2nd ed.) [pp. 151-157]. Mission Hills, CA: Glencoe/McGraw-Hill.</p> <p>Lamberton, L.H., & Minor, L. (1995). <i>Human relations: Strategies for success</i> (pp. 108-134, 141-144, 283-284). Chicago: Irwin.</p> <p>Ricketts, C. (1997). <i>Leadership: Personal development & career success</i> (pp. 104-106, 473-479). Albany, NY: Delmar.</p>
Workbooks/ Manuals	Maddux, R.B. (1992). <i>Team building: An exercise in leadership</i> . Columbus, OH: Marketing Education Resource Center (Distributor).
Video	Irwin (Producer). [1995]. <i>Effective teamwork</i> [Videocassette]. Columbus, OH: Marketing Education Resource Center (Distributor).
Software/ Online	<p>BizMove.com (No date). <i>How to understand your customers</i> [Online]. Available: http://www.bizmove.com/marketing/m2g.htm [2000, May 30].</p> <p>Entrepreneurial Edge (No date). <i>How to...create a customer service plan</i> [Online]. Available: http://edge.love.org/resource/document/htmldocs/6329.htm [2000, May 30].</p>

Topic	Customer Relationships
Performance Indicator	Demonstrate a customer-service mindset (IS:006)
Level	Career-sustaining
SCANS	Interpersonal 11,14; Systems 15; Basic Skills 5-6; Thinking Skills 12; Personal Qualities 14-15,17
Objectives	<ul style="list-style-type: none"> a. Identify beliefs held by employees who have a customer-service mindset. b. Describe the importance of exhibiting a customer-service mindset. c. Identify occasions when marketing employees can exhibit a customer-service mindset. d. Describe guidelines for exhibiting a customer-service mindset. e. Demonstrate a customer-service mindset.
Sample Activities	<p>Select an employee whom you can observe to identify that person's efforts in exhibiting a customer-service mindset. Record your observations, and share them with a small group of classmates. As a group, create a list of the five most unique ways that employees exhibited a customer-service mindset.</p> <p>Participate in a role-play situation to exhibit a customer-service mindset. Ask a classmate to evaluate your performance using the performance checklist. Discuss the evaluation with the student.</p> <p>Job shadow a marketing employee for one day to identify customer-relations techniques used by the employee. Record each technique on a separate sheet of paper. Below each technique, explain its effectiveness and how it could be improved. Share the information with the class, looking at similarities and differences across businesses.</p> <p>Develop a customer relations manual entitled <i>Serving My Customers: Great Customer Relations Ideas</i>. Display the manuals in the classroom.</p>
Resources LAP	<p>Marketing Education Resource Center (1999). <i>Customer-service mindset</i> [Human Relations LAP 32]. Columbus, OH: Author.</p> <p>Marketing Education Resource Center (1999). <i>Customer-service mindset: Instructor copy</i> [Human Relations LAP 32]. Columbus, OH: Author.</p>
Textbooks	<p>Bailey, L.J. (1997). <i>Working: Learning a living</i> (2nd ed.) [pp. 115-124]. Cincinnati: South-Western.</p> <p>Farese, L.S., Kimbrell, G., & Woloszyk, C.A. (1997). <i>Marketing essentials</i> (2nd ed.) [pp. 151-157]. Mission Hills, CA: Glencoe/McGraw-Hill.</p> <p>Lamberton, L.H., & Minor, L. (1995). <i>Human relations: Strategies for success</i> (pp. 108-134, 141-144, 283-284). Chicago: Irwin.</p> <p>Ricketts, C. (1997). <i>Leadership: Personal development & career success</i> (pp. 104-106, 473-479). Albany, NY: Delmar.</p>

**Workbooks/
Manuals**

Maddux, R.B. (1992). *Team building: An exercise in leadership*. Columbus, OH: Marketing Education Resource Center (Distributor).

Video

Irwin (Producer). [1995]. *Effective teamwork* [Videocassette]. Columbus, OH: Marketing Education Resource Center (Distributor).

Topic	Customer Relationships
Performance Indicator	Handle customer inquiries (IS:007)
Level	Career-sustaining
SCANS	Interpersonal 11,14; Systems 15; Basic Skills 5-6; Thinking Skills 12; Personal Qualities 15,17
Objectives	<ul style="list-style-type: none"> a. Explain the nature of customer inquiries. b. Identify the types of customer inquiries. c. Discuss the importance of possessing knowledge of the company (e.g., policies, history, capabilities, etc.). d. Discuss the importance of possessing adequate product knowledge. e. Describe guidelines for handling customer inquiries. f. Demonstrate use of proper procedure for solving a customer inquiry in a marketing situation.
Sample Activities	<p>Observe your teacher's demonstration of the guidelines for handling customer inquiries. Using a performance checklist, evaluate the teacher's demonstration. Discuss your ratings with the class.</p> <p>Give examples of questions that customers have asked you at work, at a school-based enterprise, or at a school activity.</p> <p>Conduct a self-evaluation or evaluate an employee's ability to handle a customer inquiry. Record your comments on a checklist provided by your teacher.</p> <p>Participate in a role-play situation in which a customer inquiry must be handled.</p>
Resources	
Textbooks	<p>Burrow, J., & Eggland, S. (1995). <i>Marketing foundations and functions</i> (pp. 16-19, 162-164). Cincinnati: South-Western Publishing Co.</p> <p>Oberhaus, M.A., Ratliffe, S.A., & Stauble, V.R. (1993). <i>Professional selling: A relationship process</i> (pp. 139-163). Fort Worth: Harcourt Brace Jovanovich.</p>
Workbooks/ Manuals	Business Games Marketing (1996). <i>Deal with it</i> [game]. Columbus, OH: Marketing Education Resource Center (Distributor).

Topic	Dealing with Conflict
Performance Indicator	Show empathy for others (IS:009)
Level	Prerequisite
SCANS	Interpersonal 14; Systems 15; Basic Skills 5-6; Thinking Skills 12; Personal Qualities 14-15,17
Objectives	<ul style="list-style-type: none"> a. Define the following terms: empathy and sympathy. b. Distinguish between empathy and sympathy. c. Explain how empathy is developed. d. Describe benefits of showing empathy. e. Demonstrate ways to show empathy.
Sample Activities	<p>In a school-based or work-based enterprise, show empathy for customers. Record the situations in a journal. Describe the customers' reactions to the empathetic behavior.</p> <p>Identify ways in which you have shown empathy for another person. Explain how you felt.</p> <p>Brainstorm examples of marketing situations in which employees should show empathy for customers.</p> <p>Write a scenario in which a marketing employee showed empathy for a customer. Share the scenario with the class.</p>
Resources	
LAP	<p>Marketing Education Resource Center (1999). <i>Empathy</i> [Human Relations LAP 17]. Columbus, OH: Author.</p> <p>Marketing Education Resource Center (1999). <i>Empathy: Instructor copy</i> [Human Relations LAP 17]. Columbus, OH: Author.</p>
Textbooks	<p>Certo, S.C. (1995). <i>Human relations today: Concepts and skills</i> (p. 168). Chicago: Irwin.</p> <p>Farese, L.S., Kimbrell, G., & Woloszyk, C.A. (1997). <i>Marketing essentials</i> (2nd ed.) [p. 153]. Mission Hills, CA: Glencoe/McGraw-Hill.</p> <p>Fisher, D. (1993). <i>Communication in organizations</i> (2nd ed.) [p. 430]. Minneapolis: West.</p> <p>Wallace, H.R., & Masters, L.A. (1996). <i>Personality development for work</i> (7th ed.) [pp. 51-52, 104-105]. Cincinnati: South-Western.</p>
Software/ Online	Marketing Education Resource Center (1999). <i>Empathy</i> [Human Relations LAP 17: Presentation Software]. Columbus, OH: Author.

Topic	Dealing with Conflict
Performance Indicator	Use appropriate assertiveness (IS:010)
Level	Prerequisite
SCANS	Interpersonal 14; Systems 15; Basic Skills 5-6; Thinking Skills 12; Personal Qualities 14-15,17
Objectives	<ul style="list-style-type: none"> a. Define the following terms: assertiveness, passiveness, aggressiveness b. Describe assertive behavior. c. Explain the importance of assertive behavior. d. Compare passive and aggressive behaviors. e. Describe barriers to assertive behavior. f. Explain beliefs that contribute to assertive behavior. g. Describe ways to show verbal assertiveness. h. Explain ways to show nonverbal assertiveness. i. Demonstrate appropriate assertiveness.
Sample Activities	<p>Participate in a small-group activity to create examples of passive, assertive, and aggressive behaviors. Role-play the examples for the class. Label the types of behavior exhibited in classmates' role-plays.</p> <p>Record examples of assertive behaviors encountered during a day. Describe the reactions to the assertive behaviors.</p> <p>Given a series of customer-service situations in marketing, use appropriate assertiveness in handling the situations. Obtain feedback from a classmate.</p>
Resources	
LAP	<p>Marketing Education Resource Center (1997). <i>Assertiveness</i> [Human Relations LAP 16]. Columbus, OH: Author.</p> <p>Marketing Education Resource Center (1997). <i>Assertiveness: Instructor copy</i> [Human Relations LAP 16]. Columbus, OH: Author.</p>
Textbooks	<p>Farese, L.S., Kimbrell, G., & Woloszyk, C.A. (1997). <i>Marketing essentials</i> (2nd ed.) [p. 153]. Mission Hills, CA: Glencoe/McGraw-Hill.</p> <p>Ricketts, C. (1997). <i>Leadership: Personal development & career success</i> (pp. 100-103). Albany, NY: Delmar.</p> <p>Wallace, H.R., & Masters, L.A. (1996). <i>Personality development for work</i> (7th ed.) [pp. 124-126]. Cincinnati: South-Western.</p>
Workbooks/ Manuals	<p>Ancona, P. (1998). <i>SuccessAbilities!: 1,003 practical ways to keep up, stand out, and move ahead at work</i> (p. 110). Columbus, OH: Marketing Education Resource Center (Distributor).</p> <p>Lloyd, S.R. (1995). <i>Develop positive assertiveness</i> (pp. 1-54). Columbus, OH: Marketing Education Resource Center (Distributor).</p> <p>Schulman, M., & Kowadlo, B.F. (1995). <i>Working smart</i> (p. 159). Cincinnati: South-Western.</p>
Video	<p>Meredian Education Corporation (Producer). [1994]. <i>The assertive professional</i> [Videocassette]. Columbus, OH: Marketing Education Resource Center (Distributor).</p>

**Software/
Online**

Curriculum and Instructional Materials Center (Producer). [1999]. *Employee survival skills: Human relations* [Human Relations LAP 16: Presentation Software]. Marketing Education Resource Center (Distributor).

Topic	Dealing with Conflict
Performance Indicator	Demonstrate problem-solving skills (IS:011)
Level	Prerequisite
SCANS	Interpersonal 14; Systems 15; Basic Skills 5-6; Thinking Skills 9,12; Personal Qualities 14-15,17
Objectives	<ul style="list-style-type: none"> a. Define the term problem solving. b. Identify situations in which problem-solving skills are needed in business and marketing. c. Explain the importance of problem solving in business and marketing. d. Explain procedures for problem solving. e. Demonstrate procedures for problem solving.
Sample Activities	<p>Observe a demonstration of problem-solving skills in action. Identify what happens for each step of the problem-solving process. Discuss responses with the class.</p> <p>Create a list of marketing situations in which problem-solving skills would be needed. Share the list with the class, creating a master list of situations.</p> <p>Given a marketing role-play situation, demonstrate problem-solving skills. Obtain feedback from a classmate.</p>
Resources	
Textbooks	<p>Certo, S.C. (1995). <i>Human relations today: Concepts and skills</i> (pp. 309-311). Chicago: Irwin.</p> <p>Everard, K.E., & Burrow, J.L. (1996). <i>Business principles and management</i> (10th ed.) [pp. 606-608]. Cincinnati: South-Western.</p> <p>Meyer, E.C., & Allen, K.R. (1994). <i>Entrepreneurship and small business management</i> (pp. 71-77). New York: Glencoe/Macmillan/McGraw-Hill.</p> <p>Morrison, A.M. (1996). <i>Hospitality and travel marketing</i> (2nd ed.) [pp. 435-436]. Albany, NY: Delmar.</p> <p>Ricketts, C. (1997). <i>Leadership: Personal development & career success</i> (pp. 307-309, 312-316). Albany, NY: Delmar.</p> <p>Wallace, H.R., & Masters, L.A. (1996). <i>Personality development for work</i> (7th ed.) [pp. 163-165, 207-210]. Cincinnati: South-Western.</p>
Workbooks/ Manuals	<p>Ancona, P. (1998). <i>SuccessAbilities!: 1,003 practical ways to keep up, stand, out, and move ahead at work</i> (pp. 48-49). Columbus, OH: Marketing Education Resource Center (Distributor).</p> <p>Becker, D., & Becker, P.B. (1994). <i>Customer service and the telephone</i> (pp. 66-67). Burr Ridge, IL: Irwin.</p> <p>MacNeill, D.J. (1994). <i>Customer service excellence</i> (pp. 60-69). Burr Ridge, IL: Business One Irwin/Mirror Press.</p>
Video	<p>Meridian Education Corp. (Producer). [1996]. <i>Learning to solve problems</i> [Videocassette]. Columbus, OH: Marketing Education Resource Center (Distributor).</p>

Topic	Dealing with Conflict
Performance Indicator	Demonstrate negotiation skills (IS:012)
Level	Specialist
SCANS	Interpersonal 13-14; Systems 15; Basic Skills 5-6; Thinking Skills 8,12; Personal Qualities 15,17
Objectives	<ul style="list-style-type: none"> a. Define the term negotiation. b. Identify business situations in which negotiation skills are needed. c. Describe negotiation techniques. d. Use negotiation skills in business situations
Sample Activities	<p>Collaborate with a classmate to brainstorm situations in which you could use negotiation skills at work. List as many examples as possible. Share the list with another team.</p> <p>Participate in a small-group activity to develop a skit demonstrating negotiation skills. Perform the skit in class, asking classmates to evaluate the use of negotiation skills. Discuss the evaluation.</p>
Resources	
Textbooks	<p>Daggett, W.R., & Miles, J.E. (1998). <i>The dynamics of work</i> (2nd ed.) [p. 249]. Cincinnati: South-Western Educational Publishing.</p> <p>Kimbrell, G., & Vineyard, B.S. (1992). <i>Succeeding in the world of work</i> (5th ed.) [pp.234-235]. Westerville, OH: Glencoe/Macmillan/McGraw-Hill.</p> <p>Meyer, E.C., & Allen, K.R. (1994). <i>Entrepreneurship and small business management</i> (p. 48). New York: Glencoe/Macmillan/McGraw-Hill.</p>
Video	<p>JWA (Producer). [1994]. <i>Negotiating for business results</i> [Videocassette]. Columbus, OH: Marketing Education Resource Center (Distributor).</p>
Software/ Online	<p>Ozone Action, Inc. (1998). <i>Ozone Action</i> [Online]. Available: http://www.ozone.org/ [2000, March 28].</p> <p>University of Texas at Austin (2000). <i>Trade</i> [Online]. Available: http://lanic.utexas.edu/la/region/trade/ [2000, March 28].</p> <p>Wells, C.P. (1996). <i>Exercises in cross cultural negotiations in Japan</i> [Online]. Available: http://www2.gol.com/users/cpwells/Negot.html [2000, March 28].</p>

Topic	Dealing with Conflict
Performance Indicator	Handle difficult customers (IS:013)
Level	Career-sustaining
SCANS	Information 7; Interpersonal 11,14; Systems 15; Basic Skills 5-6; Thinking Skills 9,12; Personal Qualities 14-15,17
Objectives	<ul style="list-style-type: none"> a. Define the following terms: disagreeable customer, domineering/superior customers, dishonest customers b. Identify types of difficult customers. c. Describe categories of disagreeable customers. d. Discuss categories of domineering/superior customers. e. Describe ways in which customers are dishonest. f. Identify situations in which customers become difficult. g. Explain reasons for handling difficult customers. h. Describe general guidelines for handling difficult customers. i. Explain specific guidelines for handling types of difficult customers. j. Demonstrate procedures for handling difficult customers.
Sample Activities	<p>Write a description of a situation you have encountered involving a difficult customer in marketing. Give the description to the instructor who will select three of the most representative examples written by the class.</p> <p>Read/Listen to the three examples of difficult customers selected by the instructor. Explain how to handle the situation. Get feedback from classmates.</p> <p>Participate in a role-play situation involving difficult customers in marketing situations. React to the customers in a calm, civil manner. Obtain feedback from others on the effectiveness of your response to the situation.</p> <p>Role-play the position of a supervisor in trying to resolve a disagreement between a customer and an employee. Obtain feedback from others on the effectiveness of your response to the situations.</p>
Resources LAP	<p>Marketing Education Resource Center (1996). <i>Handling difficult customers</i> [Human Relations LAP 21]. Columbus, OH: Author.</p> <p>Marketing Education Resource Center (1996). <i>Handling difficult customers: Instructor copy</i> [Human Relations LAP 21]. Columbus, OH: Author.</p>
Textbooks	Lamberton, L.H., & Minor, L. (1995). <i>Human relations: Strategies for success</i> (pp. 290-292). Chicago: Irwin.
Workbooks/Manuals	<p>Farrell, T.J. (1994). <i>Effective telephone skills</i> (2nd ed.) [p. 78]. Fort Worth, TX: Dryden.</p> <p>Ford, L. (1993). <i>How to give exceptional customer service</i> (pp. 21-25, 31). Columbus, OH: Marketing Education Resource Center (Distributor).</p> <p>Martin, W.B. (1993). <i>Quality customer service</i> (3rd ed.) [pp. 75-77]. Columbus, OH: Marketing Education Resource Center (Distributor).</p>

Video

National Press Publications (Producer). [1992]. *Dealing with difficult people* [Videocassette]. Columbus, OH: Marketing Education Resource Center (Distributor).

**Software/
Online**

Curriculum and Instructional Materials Center (Producer). [1999]. *Employee survival skills: Sales* [Human Relations LAP 21: Presentation Software]. Marketing Education Resource Center (Distributor).

Topic	Dealing with Conflict
Performance Indicator	Interpret business policies to customers/clients (IS:014)
Level	Career-sustaining
SCANS	Information 7; Interpersonal 11,14; Systems 15; Basic Skills 1-2,5-6; Thinking Skills 8,12; Personal Qualities 14-15,17
Objectives	<ul style="list-style-type: none"> a. Define the term business policy. b. Identify characteristics of effective business policies. c. Describe reasons for having business policies. d. Explain types of business policies that affect customers. e. Discuss the role of employees in interpreting business policies. f. Explain when business policies should be interpreted. g. Explain guidelines for interpreting business policies to customers. h. Demonstrate procedures for interpreting business policies to customers.
Sample Activities	<p>Keep a record of the policies that have to be interpreted for customers at a school-based or work-based enterprise. Discuss the findings with the class.</p> <p>Obtain copies of the company policies of a local business. Read examples of those policies aloud to the class.</p> <p>Interpret a business policy cited by a classmate. Explain why the policy would be important to a customer.</p> <p>Participate in a role-play situation in which business policies are interpreted to customers.</p>
Resources	
LAP	<p>Marketing Education Resource Center (1996). <i>Interpreting business policies</i> [Human Relations LAP 25]. Columbus, OH: Author.</p> <p>Marketing Education Resource Center (1996). <i>Interpreting business policies: Instructor copy</i> [Human Relations LAP 25]. Columbus, OH: Author.</p>
Textbooks	<p>Farese, L.S., Kimbrell, G., & Woloszyk, C.A. (1997). <i>Marketing essentials</i> (2nd ed.) [p. 154]. Mission Hills, CA: Glencoe/McGraw-Hill.</p> <p>Rue, L.W., & Byars, L.L. (1995). <i>Management: Skills and application</i> (7th ed.) [pp. 154-155]. Chicago: Irwin.</p>
Software/ Online	<p>Curriculum and Instructional Materials Center (Producer). [1999]. <i>Basic marketing practices and math skills</i> [Human Relations LAP 25: Presentation Software]. Marketing Education Resource Center (Distributor).</p>

Topic	Dealing with Conflict
Performance Indicator	Handle customer/client complaints (IS:015)
Level	Career-sustaining
SCANS	Information 7; Interpersonal 11,14; Systems 15; Basic Skills 5-6; Thinking Skills 9,12; Personal Qualities 14-15,17
Objectives	<ul style="list-style-type: none"> a. Define the term complaint. b. Identify the costs associated with customer complaints. c. Identify reasons for customer complaints. d. Describe the benefits of customer complaints. e. Explain the importance of appropriately handling customer complaints. f. Explain procedures for handling customer complaints. g. Demonstrate procedures for handling customer complaints.
Sample Activities	<p>Talk to a supervisor or manager of a local business to find out the nature of frequently voiced complaints. Determine how the business responds to the complaints. Report the findings to the class.</p> <p>React to and discuss a commonly heard customer complaint in marketing that is read aloud to the class by the instructor.</p> <p>Keep a record of the customer complaints handled during a certain period of time at a school-based or work-based enterprise. Describe the nature of the complaints and the actions taken to resolve the complaints. Discuss the findings with the class.</p> <p>Participate in a role-play situation in which a customer complaint must be handled. Obtain feedback from a classmate.</p>
Resources LAP	<p>Marketing Education Resource Center (1996). <i>Handling customer complaints</i> [Human Relations LAP 23]. Columbus, OH: Author.</p> <p>Marketing Education Resource Center (1996). <i>Handling customer complaints: Instructor copy</i> [Human Relations LAP 23]. Columbus, OH: Author.</p>
Textbooks	<p>Farese, L.S., Kimbrell, G., & Woloszyk, C.A. (1997). <i>Marketing essentials</i> (2nd ed.) [p. 154]. Mission Hills, CA: Glencoe/McGraw-Hill.</p> <p>Futrell, C. (1994). <i>ABC's of selling</i> (4th ed.) [pp. 380-381]. Burr Ridge, IL: Irwin.</p>

**Workbooks/
Manuals**

- Ancona, P. (1998). *SuccessAbilities!: 1,003 practical ways to keep up, stand out, and move ahead at work* (pp. 34-35). Columbus, OH: Marketing Education Resource Center (Distributor).
- Becker, D., & Becker, P.B. (1994). *Customer service and the telephone* (pp. 65-66). Burr Ridge, IL: Irwin.
- Farrell, T.J. (1994). *Effective telephone skills* (2nd ed.) [pp.79-80]. Fort Worth, TX: Dryden.
- Glanz, B.A. (1994). *Building customer loyalty: How you can help keep customers returning* (pp. 77-87). Columbus, OH: Marketing Education Resource Center (Distributor).
- MacNeill, D.J. (1994). *Customer service excellence* (pp. 8-12). Burr Ridge, IL: Business One Irwin/Mirror Press.
- Martin, W.B. (1993). *Quality customer service* (3rd ed.) [pp. 73-74]. Columbus, OH: Marketing Education Resource Center (Distributor).
- Stull, W.A., & Crow, D.E. (1996). *Superior customer service* (pp. 9, 105-106). Cincinnati: South-Western.

Video

- American Business Videos (Producer). [1992]. *Making unhappy customers love you* [Videocassette]. Columbus, OH: Marketing Education Resource Center (Distributor).

**Software/
Online**

- Curriculum and Instructional Materials Center (Producer). [1999]. *Employee survival skills: Sales* [Human Relations LAP 23: Presentation Software]. Marketing Education Resource Center (Distributor).

Topic	Dealing with Conflict
Performance Indicator	Handle situations when the customer is at fault (IS:016)
Level	Career-sustaining
SCANS	Information 7; Interpersonal 11,14; Systems 15; Basic Skills 5-6; Thinking Skills 9,12; Personal Qualities 14-15,17
Objectives	<ul style="list-style-type: none"> a. Identify situations in which the customer can be at fault. b. Describe the importance of handling situations properly when the customer is at fault. c. Explain procedures for handling situations properly when the customers is at fault. d. Demonstrate procedures for handling situations in which the customer is at fault.
Sample Activities	<p>Compile a list of marketing situations when the customer has been at fault. For each situation, explain how the situation was handled. Determine whether each situation was handled appropriately. If not, write a description of how the situation should have been handled.</p> <p>Interview a marketing employee to find out how the person handles situations in which the customer is at fault. Write a paragraph explaining whether the person handles the situations appropriately.</p> <p>Write a one-page paper entitled <i>The Customer Is Not Always Right, But the Customer Is Always the Customer</i>. Explain why this point of view is important in marketing.</p> <p>Given a marketing role-play situations, handle situations in which the customer is at fault. Obtain feedback on your performance from a classmate.</p>
Resources	
Textbooks	<p>Jandt, F. (1995). <i>Customer is usually wrong</i> (pp. 1-207). Columbus, OH: Marketing Education Resource Center (Distributor).</p> <p>Wallace, H.R., & Masters, L.A. (1996). <i>Personality development for work</i> (7th ed.) [pp. 108-109]. Cincinnati: South-Western.</p>
Workbooks/ Manuals	<p>Eggland, S.A., & Williams, J.W. (1993). <i>Human relations at work</i> (4th ed.) [pp. 157-158]. Cincinnati: South-Western.</p> <p>Ford, L. (1993). <i>How to give exceptional customer service</i> (p. 29). Columbus, OH: Marketing Education Resource Center (Distributor).</p> <p>Martin, W.B. (1993). <i>Quality customer service</i> (3rd ed.) [pp. 73-77]. Columbus, OH: Marketing Education Resource Center (Distributor).</p> <p>Scott, D. (1991). <i>Customer satisfaction: The other half of your job</i> (rev. ed.) [pp. 58-67]. Columbus, OH: Marketing Education Resource Center (Distributor).</p> <p>Stull, W.A., & Crow, D.E. (1996). <i>Superior customer service</i> (pp. 40-41). Cincinnati: South-Western.</p>
Video	American Business Videos (Producer). [1992]. <i>Making unhappy customers love you</i> [Videocassette]. Columbus, OH: Marketing Education Resource Center (Distributor).

Topic	Dealing with Conflict
Performance Indicator	Explain the nature of organizational change (IS:017)
Level	Specialist
SCANS	Information 7; Interpersonal 12,14; Systems 15; Basic Skills 1-2,5-6; Thinking Skills 9,12; Personal Qualities 14-15,17
Objectives	<ol style="list-style-type: none"> Define the following terms: term organizational change, reactive change, and planned change. Describe types of organizational change. Identify forces that create the need for organizational change. Identify dimensions along which an organization can change. Explain barriers to organizational change. Describe management techniques for overcoming the barriers to organizational change. Explain guidelines for implementing planned organizational change.
Sample Activities	<p>Create an example of a business situation that would result in a reactive change and another that would result in planned change. Write the examples on strips of paper, and give them to your teacher. Participate in a small-group activity to analyze the situations provided by the teacher. As a group, determine whether the situation represents reactive or planned change, and recommend techniques for overcoming barriers to the change.</p> <p>Talk with your supervisor about a change that has occurred at work that affected the entire organization. Find out what steps, if any, the company had taken to prepare staff for the change and how they reacted to it. Report your findings to the class, discussing differences in staff reactions to reactive versus planned changes.</p>
Resources Textbooks	<p>Bailey, L.J. (1997). <i>Working: Learning a living</i> (2nd ed.) [p. 14]. Cincinnati: South-Western.</p> <p>Certo, S.C. (1995). <i>Human relations today: Concepts and skills</i> (pp. 31, 317-322). Burr Ridge, IL: Irwin.</p> <p>Everard, K.E., & Burrow, J.L. (1996). <i>Business principles and management</i> (10th ed.) [pp. 200-202, 574-578, 664-666]. Cincinnati: South-Western.</p> <p>Kimbrell, G., & Vineyard, B.S. (1998). <i>Succeeding in the world of work: Teacher's manual</i> (6th ed.) [pp. 10-18]. Westerville, OH: Glencoe/Macmillan/McGraw-Hill.</p> <p>Wray, R.D., Luft, R.L., & Highland, P.J. (1996). <i>Fundamentals of human relations: Applications for life and work</i> (pp. 231-232, 390, 398, 408-410). Cincinnati: South-Western.</p>
Software/ Online	<p>Veltrop, B. (1999). <i>Discovering a generative path to organizational change</i> [Online]. Available: http://www.vision-nest.com/cbw/Path.html [2000, March 28].</p>

Topic	Dealing with Conflict
Performance Indicator	Describe the nature of organizational conflict (IS:018)
Level	Specialist
SCANS	Information 7; Interpersonal 12,14; Systems 15; Basic Skills 1-2,5-6; Thinking Skills 9,12; Personal Qualities 14-15,17
Objectives	<ul style="list-style-type: none"> a. Define the term conflict. b. Describe constructive ways that conflict can affect organizations. c. Explain destructive effects of conflict on organizations. d. Describe conflict's stages of development. e. Explain types of conflict within organizations. f. Explain the causes of organizational conflict. g. Describe steps for conflict resolution.
Sample Activities	<p>Identify an example of conflict that has occurred in a club or group to which you belong. Write a brief paper about the reason(s) for the conflict, the ways in which it affected the group, and the steps that were taken to resolve the conflict.</p> <p>Search the Internet to find an example of organizational conflict. Report your findings to the class.</p>
Resources Textbooks	<p>Certo, S.C. (1995). <i>Human relations today: Concepts and skills</i> (pp. 304-310, 312). Burr Ridge, IL: Irwin.</p> <p>Daggett, W.R., & Miles, J.E. (1998). <i>The dynamics of work</i> (2nd ed.) [pp. 248, 271-275]. Cincinnati: South-Western Educational Publishing.</p> <p>Everard, K.E., & Burrow, J.L. (1996). <i>Business principles and management</i> (10th ed.) [pp. 219-221]. Cincinnati: South-Western.</p> <p>Kimbrell, G., & Vineyard, B.S. (1998). <i>Succeeding in the world of work: Teacher's manual</i> (6th ed.) [pp. 267-268]. Westerville, OH: Glencoe/Macmillan/McGraw-Hill.</p> <p>Wallace, H.R., & Masters, L.A. (1996). <i>Personality development for work</i> (pp. 156-165). Cincinnati: South-Western Educational Publishing.</p>
Workbooks/ Manuals	<p>Ancona, P. (1998). <i>SuccessAbilities!: 1,003 practical ways to keep up, stand out, and move ahead at work</i> (pp. 47-61). Columbus, OH: Marketing Education Resource Center (Distributor).</p> <p>Eggland, S.A., & Williams, J.W., (1998). <i>Human relations for career success</i> (5th ed.) [pp. 65-68, 119]. Cincinnati: South-Western Educational Publishing.</p>
Video	<p>CEV (Producer). [1996]. <i>Conflict resolution</i> [Videocassette]. Columbus, OH: Marketing Education Resource Center (Distributor).</p> <p>The School Company (Producer). [1998]. <i>Conflict management: Problem solving tricks for survival</i> [Videocassette]. Columbus, OH: Marketing Education Resource Center (Distributor).</p>

**Software/
Online**

- Institute for Conflict Prevention (1998). *Workplace conflict resource center* [Online]. Available: <http://members.xoom.com/workconflict/> [2000, March 29].
- Mediation Training Institute International (No date). *Measuring the financial cost of organizational conflict* [Online]. Available: <http://www.mediationworks.com/mti/cost.htm> [2000, March 29].
- The School Company (Producer). [1997]. *Resolving conflicts at ... workplace* [Multimedia]. Columbus, OH: Marketing Education Resource Center (Distributor).

Topic	Dealing with Conflict
Performance Indicator	Explain the nature of stress management (IS:019)
Level	Specialist
SCANS	Information 7; Systems 15; Basic Skills 1-2,5-6; Thinking Skills 9,12; Personal Qualities 14,16-17
Objectives	<ul style="list-style-type: none"> a. Define the terms stress and burnout. b. Describe signs of employee stress. c. Discuss causes of employee stress. d. Explain how stress can lead to burnout. e. Describe types of programs that companies can use to identify and alleviate employee stress. f. Explain wellness programs that can be used to prevent employee stress.
Sample Activities	<p>Talk with a business partner about the causes of stress at her/his business. Find out what measures the company takes to alleviate employee stress. Report your findings to the class, comparing your findings with those of classmates.</p> <p>Analyze your coworkers to detect signs of stress. Record your findings.</p> <p>Interview a person who has experienced burnout to identify its causes. Find out how the person determined that s/he suffered from burnout and what actions the person took in response. Write a brief paper about your findings.</p>
Resources	
Textbooks	<p>Bailey, L.J. (1997). <i>Working: Learning a living</i> (2nd ed.) [pp. 437-440]. Cincinnati: South-Western.</p> <p>Daggett, W.R., & Miles, J.E. (1998). <i>The dynamics of work</i> (2nd ed.) [pp. 151, 270-271]. Cincinnati: South-Western Educational Publishing.</p> <p>Kimbrell, G., & Vineyard, B.S. (1998). <i>Succeeding in the world of work: Teacher's manual</i> (6th ed.) [pp. 206-207, 218-220]. Westerville, OH: Glencoe/Macmillan/McGraw-Hill.</p> <p>Wallace, H.R., & Masters, L.A. (1996). <i>Personality development for work</i> (pp. 216-217, 219-224). Cincinnati: South-Western Educational Publishing.</p> <p>Wray, R.D., Luft, R.L., & Highland, P.J. (1996). <i>Fundamentals of human relations: Applications for life and work</i> (pp. 312-317, 317-320, 324-328). Cincinnati: South-Western.</p>
Workbooks/ Manuals	<p>Ancona, P. (1998). <i>SuccessAbilities!: 1,003 practical ways to keep up, stand out, and move ahead at work</i> (pp. 114, 128-133, 137). Columbus, OH: Marketing Education Resource Center (Distributor).</p> <p>Eggland, S.A., & Williams, J.W., (1998). <i>Human relations for career success</i> (5th ed.) [pp. 197-199]. Cincinnati: South-Western Educational Publishing.</p>

Video

Media International (Producer). [1993]. *Stress* [Videocassette]. Columbus, OH: Marketing Education Resource Center (Distributor).

**Software/
Online**

Crisp (Producer). [1995]. *Manage your stress* [Multimedia]. Columbus, OH: Marketing Education Resource Center (Distributor).

Ross-Flannagan, N. (1999). Job stress — is it epidemic when we make jokes about going postal? In *Lifestyle* (Sep 15) [Online]. Available: http://onhealth.com/lifestyle/in-depth/item/item,49128_1_1.asp [2000, March 29].

Curriculum Guide Sheets

Section 3

Professional Development

Topic	Self-Understanding
Performance Indicator	Identify desirable personality traits important to business (PD:001)
Level	Prerequisite
SCANS	Interpersonal 9; Systems 15; Basic Skills 5-6; Personal Qualities 13-17
Objectives	<ol style="list-style-type: none"> Define the following terms: trait, physical traits, mental traits, emotional traits, dependability, industriousness, honesty and integrity, loyalty, positive attitude, interest and enthusiasm, adaptability, initiative, creativity, self-control, self-confidence, empathy, assertiveness, leadership, cooperativeness, receptivity, and orderliness. Identify categories of personal traits. Describe the interdependence of personal traits. Describe types of desirable personal traits in business. Describe steps that can be taken to change undesirable personal traits.
Sample Activities	<p>Identify a successful businessperson, and list 10 desirable personality traits that contribute to the person's success. Discuss the responses with the class.</p> <p>Participate in a role-play situation to demonstrate positive or negative personality traits. If the positive side of a trait has been exhibited, list the benefits of demonstrating that trait. If the negative side of a trait has been shown, indicate what changes could be made to help the person in the role-play to improve. Discuss the benefits of the traits and ways to improve them with the class.</p> <p>Organize a panel teleconference or video conference of successful marketers to discuss personality traits most important to aspiring marketers. Compile a list of the traits identified.</p>
Resources LAP	<p>Marketing Education Resource Center (1995). <i>Personal traits</i> [Human Relations LAP 10]. Columbus, OH: Author.</p> <p>Marketing Education Resource Center (1995). <i>Personal traits: Instructor copy</i> [Human Relations LAP 10]. Columbus, OH: Author.</p>
Textbooks	<p>Bailey, L.J. (1997). <i>Working: Learning a living</i> (2nd ed.) [pp. 115-124]. Cincinnati: South-Western.</p> <p>Farese, L.S., Kimbrell, G., & Woloszyk, C.A. (1997). <i>Marketing essentials</i> (2nd ed.) [pp. 151-157]. Mission Hills, CA: Glencoe/McGraw-Hill.</p> <p>Lamberton, L.H., & Minor, L. (1995). <i>Human relations: Strategies for success</i> (pp. 108-134, 141-144, 283-284). Chicago: Irwin.</p> <p>Ricketts, C. (1997). <i>Leadership: Personal development & career success</i> (pp. 104-106, 473-479). Albany, NY: Delmar.</p>
Workbooks/ Manuals	<p>Eggland, S.A., & Williams, J.W. (1993). <i>Human relations at work</i> (4th ed.) [pp. 38-51]. Cincinnati, OH: South-Western.</p> <p>Palladino, C. (1994). <i>Developing self-esteem: A guide for positive success</i> (rev.) [pp. 3-107]. Columbus, OH: Marketing Education Resource Center (Distributor).</p>

Video

Cambridge Educational Inc. (Producer). [1993]. *Take this job and love it* [Videocassette]. Columbus, OH: Marketing Education Resource Center (Distributor).

Cambridge Educational Inc. (Producer). [1994]. *Job survival kit* [Videocassette]. Columbus, OH: Marketing Education Resource Center (Distributor).

Topic	Self-Understanding
Performance Indicator	Maintain appropriate personal appearance (PD:002)
Level	Prerequisite
SCANS	Systems 15; Thinking Skills 12; Personal Qualities 14
Objectives	<ul style="list-style-type: none"> a. Define the following terms: personal appearance, nutrition, and posture. b. Describe the relationship between personal appearance and self-concept. c. Discuss the importance of first impressions. d. Explain why employers are concerned about the appearance of job applicants. e. Describe the importance of personal appearance in the workplace. f. Discuss factors which affect overall personal appearance. g. Describe guidelines for personal grooming. h. Explain procedures for dressing appropriately for work.
Sample Activities	<p>Wear business attire to school on the date scheduled by your instructor. Discuss your professional appearance with a team of students, discussing the strengths and areas needing improvement.</p> <p>Observe pictures of people appropriately or inappropriately dressed for work. Describe your first impressions of the people.</p> <p>Identify appropriate/inappropriate attire for a job interview. Discuss your responses with the class.</p> <p>Rate your personal appearance on the basis of health, grooming, and dress factors. Discuss responses with the instructor.</p> <p>Obtain magazines, newspapers, catalogs, poster board, glue, scissors and markers from the instructor. Prepare a poster that illustrates your view of positive personal appearance for an executive or marketing manager. Display the posters in the classroom.</p> <p>Participate in a small-group activity to prepare a poster about a factor related to personal appearance. Appoint a group representative to discuss the group's poster with the class. Display the poster in the classroom.</p>
Resources LAP	<p>Marketing Education Resource Center (1996). <i>Personal appearance</i> [Human Relations LAP 13]. Columbus, OH: Author.</p> <p>Marketing Education Resource Center (1996). <i>Personal appearance: Instructor copy</i> [Human Relations LAP 13]. Columbus, OH: Author.</p>

Textbooks

- Dalton, M., Hoyle, D.G., & Watts, M.W. (1992). *Human relations* (pp. 394-395). Cincinnati, OH: South-Western.
- Kimbrell, G., & Vineyard, B.S. (1992). *Succeeding in the world of work* (5th ed.) [pp. 93-94, 124-125, 134]. Westerville, OH: Glencoe/Macmillan/McGraw-Hill.
- Schulman, M., & Kowadlo, B.F. (1995). *Working smart* (pp. 54-57). Cincinnati, OH: South-Western.
- Wanat, J.A., Pfeiffer, E.W., & Van Gulik, R. (1991). *Learning for earning: Your route to success* (pp. 186-195). South Holland, IL: Goodheart-Willcox.

**Workbooks/
Manuals**

- Eggland, S.A., & Williams, J.W. (1993). *Human relations at work* (4th ed.) [pp. 90-91, 111, 179]. Cincinnati, OH: South-Western.
- Reynolds, C. (1993). *Dimensions in professional development* (4th ed.) [pp. 82-149]. Cincinnati, OH: South-Western.

Video

- Meridian Education Corporation (Producer). [1993]. *Seven-day professional image update* [Videocassette] Columbus, OH: Marketing Education Resource Center (Distributor).
- JIST Works, Inc. (Producer). [1994]. *First impressions* [Videocassette]. Columbus, OH: Marketing Education Resource Center (Distributor).

Topic	Self-Understanding
Performance Indicator	Maintain positive attitude (PD:003)
Level	Prerequisite
SCANS	Systems 15; Basic Skills 5-6; Thinking Skills 12; Personal Qualities 13-16
Objectives	<ol style="list-style-type: none"> Define the following terms: attitudes, positive attitudes, optimists, negative attitudes, and pessimists. Distinguish between positive and negative attitudes. Explain the benefits of exhibiting positive attitudes. Describe characteristics of people who exhibit positive attitudes. Describe ways to maintain a positive attitude.
Sample Activities	<p>Participate in a team activity in which you get to know the team member. List 10 positive things about the team member. Discuss the comments with the team member.</p> <p>Participate in a small-group activity to examine the effects of positive and negative attitudes on workers. Discuss the results.</p> <p>Keep a daily journal listing or explaining at least one positive experience in any area of your life for one week. Write the journal entries in complete sentences, and date each entry.</p>
Resources	
LAP	<p>Marketing Education Resource Center (1997). <i>Positive attitude</i> [Human Relations LAP 11]. Columbus, OH: Author.</p> <p>Marketing Education Resource Center (1997). <i>Positive attitude: Instructor copy</i> [Human Relations LAP 11]. Columbus, OH: Author.</p>
Textbooks	<p>Dalton, M., Hoyle, D.G., & Watts, M.W. (1992). <i>Human relations</i> (p. 198). Cincinnati, OH: South-Western.</p> <p>Kimbrell, G., & Vineyard, B.S. (1992). <i>Succeeding in the world of work</i> (5th ed.) [pp. 101-102]. Westerville, OH: Glencoe/Macmillan/McGraw-Hill.</p> <p>Schulman, M., & Kowadlo, B.F. (1995). <i>Working smart</i> (pp. 141-145). Cincinnati, OH: South-Western.</p>
Workbooks/ Manuals	<p>Chapman, E.N. (1995). <i>Attitude: Your most priceless possession</i> (rev. ed.). Columbus, OH: Marketing Education Resource Center (Distributor).</p> <p>Eggland, S.A., & Williams, J.W. (1993). <i>Human relations at work</i> (4th ed.) [pp. 91-92]. Cincinnati, OH: South-Western.</p>
Video	Park Avenue (Producer). [1994]. <i>Attitude!</i> [Videocassette]. Columbus, OH: Marketing Education Resource Center (Distributor).
Software/ Online	<p>Marketing Education Resource Center (1999). <i>Positive attitude</i> [Human Relations LAP 11: Presentation Software]. Columbus, OH: Author.</p> <p>Marketing Education Resource Center (2000). <i>Business behavior: Positive attitude</i> [Human Relations LAP 11: CD-ROM]. Columbus, OH: Author.</p>

Topic	Self-Understanding
Performance Indicator	Demonstrate interest and enthusiasm (PD:004)
Level	Prerequisite
SCANS	Systems 15; Basic Skills 5-6; Thinking Skills 12; Personal Qualities 13-15
Objectives	<ol style="list-style-type: none"> Define the following terms: interest, enthusiasm, tone, pitch, inflection, volume, and body language. Explain reasons for demonstrating an interested, enthusiastic outlook in daily life. Describe how verbal communication can be used to communicate interest and enthusiasm. Explain how nonverbal signals can be used to indicate interest and enthusiasm.
Sample Activities	<p>Imagine that you recently received a telephone call from a long-time friend with whom you had not spoken in several years. Although some of the conversation with the friend was pleasant, a large part of it was devoted to the friend's negative feelings. The friend said that life had become a total bore—nothing seemed very exciting. Somehow, hobbies, education, and friends had all lost their appeal. The friend said that she or he had been arguing or ignoring almost everyone. No clear reason was ever given, and the friend did not seem to know how to handle the situation. Write a letter to the friend, offering personal thoughts and advice and addressing the following points:</p> <ol style="list-style-type: none"> The relationship between attitude and image The importance of interested and enthusiastic behavior The benefits of interested and enthusiastic behavior Specific ways to demonstrate interest and enthusiasm <p>Make a list of 10 verbal and 10 nonverbal activities that could be done to exhibit interest and enthusiasm. Participate in a small-group activity to discuss and compare the lists.</p> <p>Watch a videotape of two job-interview situations provided by your teacher depicting interest and enthusiasm. Identify actions in the role-plays that depicted interested, enthusiastic behavior. Discuss your impressions of the two applicants.</p> <p>Participate in a small-group activity in which each member of the group demonstrates interest and enthusiasm in a specific situation provided by the teacher. Provide feedback to the students in the group.</p>
Resources LAP	<p>Marketing Education Resource Center (1999). <i>Interest and enthusiasm</i> [Human Relations LAP 20]. Columbus, OH: Author.</p> <p>Marketing Education Resource Center (1999). <i>Interest and enthusiasm: Instructor copy</i> [Human Relations LAP 20]. Columbus, OH: Author.</p>

Textbooks

Bailey, L.J. (1997). *Working: Learning a living* (2nd ed.) [pp. 115-124]. Cincinnati: South-Western.

Farese, L.S., Kimbrell, G., & Woloszyk, C.A. (1997). *Marketing essentials* (2nd ed.) [pp. 151-157]. Mission Hills, CA: Glencoe/McGraw-Hill.

Hyden, J.S., Jordan, A.K., Steinauer, M.H., & Jones, M.J. (1994). *Communicating for success: An applied approach* (pp. 67-69, 149). Cincinnati, OH: South-Western.

Lamberton, L.H., & Minor, L. (1995). *Human relations: Strategies for success* (pp. 108-134, 141-144, 283-284). Chicago: Irwin.

Ricketts, C. (1997). *Leadership: Personal development & career success* (pp. 104-106, 473-479). Albany, NY: Delmar.

Schulman, M., & Kowadlo, B.F. (1995). *Working smart* (pp. 43-44). Cincinnati, OH: South-Western.

**Workbooks/
Manuals**

Eggland, S.A., & Williams, J.W. (1993). *Human relations at work* (4th ed.) [pp. 181-193]. Cincinnati, OH: South-Western.

Maddux, R.B. (1992). *Team building: An exercise in leadership*. Columbus, OH: Marketing Education Resource Center (Distributor).

Video

Irwin (Producer). [1995]. *Effective teamwork* [Videocassette]. Columbus, OH: Marketing Education Resource Center (Distributor).

Topic	Self-Understanding
Performance Indicator	Demonstrate responsible behavior (PD:005)
Level	Prerequisite
SCANS	Information 7; Interpersonal 9; Systems 15; Basic Skills 5-6; Thinking Skills 12; Personal Qualities 13,17
Objectives	<ul style="list-style-type: none"> a. Define the following term: responsible behavior. b. Explain why acting responsibly can be different based on the situation. c. Explain the importance of acting responsibly in a business environment. d. Describe specific ways to demonstrate responsible behavior in a business environment.
Sample Activities	<p>Analyze the behavior of coworkers to identify examples of responsible and irresponsible behavior. Record your observations, and discuss them with the class. Discuss reasons for the irresponsible behaviors and the impact that the behaviors will have on the business.</p> <p>Given a handout provided by the instructor, decide whether the person in each situation is demonstrating responsible behavior or avoiding it. If the person in a situation has not demonstrated responsible behavior, write a recommendation for an action the person could have taken to demonstrate responsible behavior. Compare and discuss responses with classmates.</p>
Resources LAP	<p>Marketing Education Resource Center (1997). <i>Acting responsibly</i> [Human Relations LAP 5]. Columbus, OH: Author.</p> <p>Marketing Education Resource Center (1997). <i>Acting responsibly: Instructor copy</i> [Human Relations LAP 5]. Columbus, OH: Author.</p>
Textbooks	<p>Kimbrell, G., & Vineyard, B.S. (1992). <i>Succeeding in the world of work</i> (5th ed.) [pp. 45, 101-105, 140-142]. Westerville, OH: Glencoe/Macmillan/McGraw-Hill.</p> <p>Schulman, M., & Kowadlo, B.F. (1995) <i>Working smart</i> (pp. 45-46). Cincinnati, OH: South-Western.</p>
Workbooks/Manuals	Eggland, S.A., & Williams, J.W. (1993). <i>Human relations at work</i> (4 th ed.) [pp. 122-126]. Cincinnati, OH: South-Western.
Video	Princess Company (Producer) [1992]. <i>Basics of office etiquette</i> [Videocassette]. Columbus, OH: Marketing Education Resource Center (Distributor).
Software/Online	<p>Curriculum and Instructional Materials Center (Producer). [1999]. <i>Employee survival skills: Human relations</i> [Human Relations LAP 5: Presentation Software]. Marketing Education Resource Center (Distributor).</p> <p>Marketing Education Resource Center (2000). <i>Business behavior: Responsible behavior</i> [Human Relations LAP 5: CD-ROM]. Columbus, OH: Author.</p>

Topic	Self-Understanding
Performance Indicator	Demonstrate honesty and integrity (PD:006)
Level	Prerequisite
SCANS	Systems 15; Basic Skills 6; Thinking Skills 12; Personal Qualities 13, 17
Objectives	<ol style="list-style-type: none"> Define the following terms: honesty, integrity, cheating, stealing, and ethics. Distinguish between honesty and integrity. Explain the importance of being honest and showing integrity in the workplace. Describe ways to show honesty and integrity
Sample Activities	<p>Working in a group, prepare and present a skit about a situation involving dishonesty in handling money, stock keeping, record keeping, or timekeeping. Be creative, and involve all group members. Respond to the following questions at the conclusion of the skit:</p> <ol style="list-style-type: none"> What seems to be the major problem in the situation? What suggestions were given for dealing with the problem? Were the suggestions ethical or unethical? What are the probable consequences of these suggestions? Should the situation be handled differently? How? <p>Identify a well-known person who lied, and explain the public's reaction to the situation. Identify which of the guidelines for honest and ethical behavior the well-known person failed to follow.</p> <p>Assess your own honesty or integrity by rating each of the examples of personal behavior identified in the handout provided by the instructor.</p>
Resources LAP	<p>Marketing Education Resource Center (1997). <i>Honesty and integrity</i> [Human Relations LAP 19]. Columbus, OH: Author.</p> <p>Marketing Education Resource Center (1997). <i>Honesty and integrity: Instructor copy</i> [Human Relations LAP 19]. Columbus, OH: Author.</p>
Textbooks	<p>Bailey, L.J. (1997). <i>Working: Learning a living</i> (2nd ed.) [pp. 115-124]. Cincinnati: South-Western.</p> <p>Dalton, M., Hoyle, D.G., & Watts, M.W. (1992). <i>Human relations</i> (pp. 335-337, 338, 348). Cincinnati, OH: South-Western.</p> <p>Farese, L.S., Kimbrell, G., & Woloszyk, C.A. (1997). <i>Marketing essentials</i> (2nd ed.) [pp. 151-157]. Mission Hills, CA: Glencoe/McGraw-Hill.</p> <p>Lamberton, L.H., & Minor, L. (1995). <i>Human relations: Strategies for success</i> (pp. 108-134, 141-144, 283-284). Chicago: Irwin.</p> <p>Ricketts, C. (1997). <i>Leadership: Personal development & career success</i> (pp. 104-106, 473-479). Albany, NY: Delmar.</p> <p>Schulman, M., & Kowadlo, B.F. (1995). <i>Working smart</i> (p. 42). Cincinnati, OH: South-Western.</p>
Workbooks/ Manuals	<p>Eggland, S.A., & Williams, J.W. (1993). <i>Human relations at work</i> (4th ed.) [p. 125]. Cincinnati, OH: South-Western.</p>

Video

Irwin (Producer). [1995]. *Effective teamwork* [Videocassette]. Columbus, OH: Marketing Education Resource Center (Distributor).
Media International (Producer). *Integrity* [Videocassette]. Columbus, OH: Marketing Education Resource Center [Distributor].

**Software/
Online**

Curriculum and Instructional Materials Center (Producer). [1999]. *Employee survival skills: Human relations* [Human Relations LAP 19: Presentation Software]. Marketing Education Resource Center (Distributor).
Marketing Education Resource Center (2000). *Business behavior: Honesty and integrity* [Human Relations LAP 19: CD-ROM]. Columbus, OH: Author.

Topic	Self-Understanding
Performance Indicator	Recognize personal biases and stereotypes (PD:007)
Level	Prerequisite
SCANS	Information 7; Interpersonal 14; Systems 15; Basic Skills 5-6; Thinking Skills 12; Personal Qualities 15,17
Objectives	<ul style="list-style-type: none"> a. Define the following terms: discrimination, prejudice, bias, and stereotype. b. Recognize factors that are important to consider when judging others. c. Identify situations in which discrimination exists. d. Describe the consequences of discrimination. e. Explain how federal laws protect against discrimination. f. Describe steps for identifying personal biases and stereotypes.
Sample Activities	<p>Identify a personal bias, and write a one-page report about the bias: its nature, how it was acquired, how it affects others, and what could be done to eliminate the bias.</p> <p>Identify examples of biases and stereotypes that you have encountered. Project the effects that the biases and stereotypes have had on others.</p> <p>Read a series of cases provided by your instructor, and identify which of the cases result in job discrimination and which federal laws protect the person involved. Recommend how the person could overcome the bias depicted in the situation.</p>
Resources	
Textbooks	<p>Dalton, M., Hoyle, D.G., & Watts, M.W. (1992). <i>Human relations</i> (pp. 50, 270-275). Cincinnati, OH: South-Western Publishing Co.</p> <p>Kimbrell, G., & Vineyard, B.S. (1992). <i>Succeeding in the world of work</i> (5th ed.) [pp. 109-110]. Westerville, OH: Glencoe/Macmillan/McGraw-Hill.</p> <p>Schulman, M., & Kowadlo, B.F. (1995). <i>Working smart</i> (pp. 155-157). Cincinnati, OH: South-Western Publishing Co.</p>
Workbooks/ Manuals	<p>Eggland, S.A., & Williams, J.W. (1993). <i>Human relations at work</i> (4th ed.) [pp. 6-8]. Cincinnati, OH: South-Western.</p> <p>Reynolds, C. (1993). <i>Dimensions in professional development</i> (4th ed.) [pp. 287-293]. Cincinnati, OH: South-Western.</p> <p>Simons, G., & Zuckerman, A.J. (1994). <i>Working together: Succeeding in a multicultural organization</i> (rev. ed.). Columbus, OH: Marketing Education Resource Center (Distributor).</p>
Video	<p>Learning Seed (Producer). [1995]. <i>Unbiased mind</i> [Videocassette]. Columbus, OH: Marketing Education Resource Center (Distributor).</p> <p>Learning Seed (Producer). [1995]. <i>Valuing diversity</i> [Videocassette]. Columbus, OH: Marketing Education Resource Center (Distributor).</p>

Topic	Self-Understanding
Performance Indicator	Demonstrate ethical work habits (PD:008)
Level	Prerequisite
SCANS	Information 7; Interpersonal 9; Systems 15; Basic Skills 5-6; Thinking Skills 12; Personal Qualities 13,17
Objectives	<ul style="list-style-type: none"> a. Define the following terms: ethics, personal code of ethics, b. Identify examples of unethical behavior at work. c. Cite reasons for unethical behavior. d. Describe ways that unethical employees harm themselves. e. Explain ways that businesses are harmed by unethical behavior. f. Describe ways to demonstrate a basic work ethic.
Sample Activities	<p>Become a troubleshooter for ethical work habits. Identify three examples of ethical work habits and three examples of unethical work habits that you spot at work. Report your findings to a small group of students in the class.</p> <p>Given a series of scenarios by your teacher, determine whether the employee showed ethical work habits. Discuss your responses with the class.</p> <p>Collaborate with two other students to write a skit depicting ethical work habits and another depicting unethical work habits. Present the skits to the class to determine what habits are depicted, how the employee exhibited ethical/unethical work habits, and what actions should have been taken.</p> <p>Given a series of simulations, demonstrate ethical work habits in each situation. Discuss your actions with a classmate.</p> <p>Determine how you would interact with a coworker who fails to keep promises made to customers. Prepare a skit with another student to show how you would handle the situation.</p>
Resources	
LAP	<p>Marketing Education Resource Center (1999). <i>Work ethics</i> [Human Relations LAP 33]. Columbus, OH: Author.</p> <p>Marketing Education Resource Center (1999). <i>Work ethics: Instructor copy</i> [Human Relations LAP 33]. Columbus, OH: Author.</p>
Textbooks	<p>Certo, S.C. (1995). <i>Human relations today: Concepts and skills</i> (pp. 227-228). Burr Ridge, IL: Irwin.</p> <p>Kimbrell, G., & Vineyard, B.S. (1998). <i>Succeeding in the world of work: Teacher's manual</i> (6th ed.) [pp. 181-188]. Westerville, OH: Glencoe/Macmillan/McGraw-Hill.</p> <p>Wray, R.D., Luft, R.L., & Highland, P.J. (1996). <i>Fundamentals of human relations: Applications for life and work</i> (pp. 491, 494-495). Cincinnati: South-Western.</p>

**Software/
Online**

- Hill, R.B. (1999). *The work ethic site* [Online]. Available:
<http://www.coe.uga.edu/workethic/> [2000, March 24].
- Leth, J.W. (1995) *Technology and the work ethic* [Online]. Available:
<http://www.verinet.com/~leth/free-thought/workethic.html> [2000,
March 24].
- Marketing Education Resource Center (1999). *Work ethics* [Human Relations
LAP 33: Presentation Software]. Columbus, OH: Author.
- Marketing Education Resource Center (2000). *Work ethics* [Human Relations
LAP 33: CD-ROM]. Columbus, OH: Author.

Topic	Self-Understanding
Performance Indicator	Demonstrate orderly and systematic behavior (PD:009)
Level	Prerequisite
SCANS	Information 6; Systems 15; Thinking Skills 12
Objectives	<ul style="list-style-type: none"> a. Define the following terms: orderly and systematic behavior, and priorities. b. Discuss benefits of orderly and systematic behavior. c. Explain how people can become organized. d. Describe procedures to follow to stay organized.
Sample Activities	<p>Evaluate your work area to identify ways to be more orderly and systematic. Record the actions that you plan to take, and share them with a small group of students in your class.</p> <p>Identify and briefly describe people who could be considered organized.</p> <p>Participate in a small-group activity in which the group reads and responds to a case situation about orderly and systematic behavior that is provided by the instructor. Appoint a group representative to report the group's responses to the class. Discuss the responses.</p>
Resources LAP	<p>Marketing Education Resource Center (1999). <i>Orderly and systematic behavior</i> [Human Relations LAP 4]. Columbus, OH: Author.</p> <p>Marketing Education Resource Center (1999). <i>Orderly and systematic behavior: Instructor copy</i> [Human Relations LAP 4]. Columbus, OH: Author.</p>
Textbooks	<p>Daggett, W.R., & Miles, J.R. (1991). <i>The dynamics of work</i> (2nd ed.) [pp. 146-159]. Cincinnati, OH: South-Western.</p> <p>Littrell, J.J. (1991). <i>From school to work</i> (p. 25). South Holland, IL: Goodheart-Willcox.</p>
Workbooks/ Manuals	Pollar, O. (1992). <i>Organizing your workspace: A guide to personal productivity</i> (pp. 1-90). Columbus, OH: Marketing Education Resource Center (Distributor).
Software/ Online	<p>Curriculum and Instructional Materials Center (Producer). [1999]. <i>Employee survival skills: Human relations</i> [Human Relations LAP 4: Presentation Software]. Marketing Education Resource Center (Distributor).</p> <p>Marketing Education Resource Center (2000). <i>Business behavior: Orderly and systematic behavior</i> [Human Relations LAP 4: CD-ROM]. Columbus, OH: Author.</p>

Topic	Self-Understanding
Performance Indicator	Demonstrate initiative (PD:010)
Level	Prerequisite
SCANS	Interpersonal 9; Systems 15; Thinking Skills 12; Personal Qualities 13
Objectives	<ol style="list-style-type: none"> Describe the term initiative. Describe the relationship between independence and initiative. Identify personal traits that are related to initiative. Identify ways employees benefit from demonstrating initiative. Describe the consequences associated with showing too much initiative. Describe ways in which initiative can be demonstrated on the job.
Sample Activities	<p>Identify situations in company magazines, school newspapers, and local newspapers in which people have shown initiative. Cut out the situation, and paste it in a notebook. Write a summary of how the person demonstrated initiative and how the person benefited.</p> <p>Select a job in marketing, and list ways that an employee in that position could demonstrate initiative on the job. Participate in a small-group activity in which the group compares their examples and selects the best three examples to present to the class. Appoint a group representative to share the examples with the class.</p> <p>Visit a business of interest to observe employees and to make a list of ways that employees demonstrate initiative. Present the findings to the class.</p>
Resources	
LAP	<p>Marketing Education Resource Center (1997). <i>Initiative</i> [Human Relations LAP 14]. Columbus, OH: Author.</p> <p>Marketing Education Resource Center (1997). <i>Initiative: Instructor copy</i> [Human Relations LAP 14]. Columbus, OH: Author.</p>
Textbooks	<p>Kimbrell, G., & Vineyard, B.S. (1992). <i>Succeeding in the world of work</i> (5th ed.) [pp. 103, 121, 134]. Westerville, OH: Glencoe/Macmillan/McGraw-Hill.</p> <p>Schulman, M., & Kowadlo, B.F. (1995). <i>Working smart</i> (p. 45). Cincinnati, OH: South-Western.</p>
Software/ Online	<p>Marketing Education Resource Center (1999). <i>Initiative</i> [Human Relations LAP 14: Presentation Software]. Columbus, OH: Author.</p> <p>Marketing Education Resource Center (2000). <i>Business behavior: Initiative</i> [Human Relations LAP 14: CD-ROM]. Columbus, OH: Author.</p>

Topic	Self-Understanding
Performance Indicator	Demonstrate self-control (PD:011)
Level	Prerequisite
SCANS	Systems 15; Basic Skills 5-6; Thinking Skills 12; Personal Qualities 16
Objectives	<ul style="list-style-type: none"> a. Define the following terms: self-control, self-observation, reward technique, punishment technique, extinction, alternate behavior, and stimulus control. b. Describe the relationship between self-control and communication. c. Explain the benefits of showing self-control. d. Describe how to develop self-control. e. Explain ways to exhibit self-control.
Sample Activities	<p>Participate in a small-group activity in which the students develop a list of 10 common behavior problems that could be remedied through greater self-control, drawing examples from their own experiences. Identify one self-control technique that could be used to eliminate each of the problem behaviors the group has listed. Select one problem behavior, and write a personal plan of action that could be used to achieve control over that behavior. Ask the group representative to report the group's responses.</p> <p>Read and write a response to situations about employees who have lost their self-control. Suggest the use of a self-control technique in each case. Present your responses to a small group of students. Select the best response to each situation to present to the class. Compare responses with those of classmates.</p> <p>Identify a specific behavior problem that is now being experienced, and develop a plan of action to solve the problem. Implement the plan.</p>
Resources LAP	<p>Marketing Education Resource Center (1989). <i>Self-control</i> [Human Relations LAP 18]. Columbus, OH: Author.</p> <p>Marketing Education Resource Center (1991). <i>Self-control: Instructor copy</i> [Human Relations LAP 18]. Columbus, OH: Author.</p>
Textbooks	Kimbrell, G., & Vineyard, B.S. (1992). <i>Succeeding in the world of work</i> (5 th ed.) [pp. 134-135]. Westerville, OH: Glencoe/Macmillan/McGraw-Hill.
Software/ Online	<p>Curriculum and Instructional Materials Center (Producer). [1999]. <i>Employee survival skills: Human relations</i> [Human Relations LAP 18: Presentation Software]. Marketing Education Resource Center (Distributor).</p> <p>Marketing Education Resource Center (2000). <i>Business behavior: Self-control</i> [Human Relations LAP 18: CD-ROM]. Columbus, OH: Author.</p>

Topic	Self-Understanding
Performance Indicator	Demonstrate appropriate creativity (PD:012)
Level	Specialist
SCANS	Systems 15; Basic Skills 2,5-6; Thinking Skills 7,12
Objectives	<ul style="list-style-type: none"> a. Define the term creativity. b. Identify personal traits commonly associated with creativity. c. Describe ways in which employees can demonstrate creativity on the job. d. Describe specific techniques for developing/enhancing creativity. e. Explain how creativity can be applied beneficially to solve problems. f. Apply creativity to situations.
Sample Activities	<p>Search the Internet for two examples of creativity/innovation in business. Record your findings, and discuss them with the class, identifying the impact of the examples on business.</p> <p>Apply the creative process at work. Report the results to a small group of students. Select the best outcome from the group to share with the class.</p> <p>Brainstorm ideas to identify DECA activities that would encourage attendance at DECA functions. Implement ideas selected by the group to determine their effectiveness.</p>
Resources LAP	<p>Marketing Education Resource Center (2001). <i>Creativity</i> [Professional Development LAP 15]. Columbus, OH: Author.</p> <p>Marketing Education Resource Center (2001). <i>Creativity: Instructor copy</i> [Professional Development LAP 15]. Columbus, OH: Author.</p>
Textbooks	Wallace, H.R., & Masters, L.A. (1996). <i>Personality development for work</i> (7 th ed.) [pp. 204-205, 208]. Cincinnati: South-Western Educational Publishing.
Software/ Online	<p>Cave, C. (1999). <i>Creativity Web</i> [Online]. Available: http://www.ozemail.com.au/~caveman/Creative/index.html [2000, March 24].</p> <p>Curriculum and Instructional Materials Center (Producer). [1999]. <i>Employee survival skills: Human relations</i> [Human Relations LAP 15: Presentation Software]. Marketing Education Resource Center (Distributor).</p> <p>Greco, S. (1998). Where great ideas come from. In <i>Inc.</i> (April 1) [Online]. Available: http://www.britannica.com/bcom/magazine/article/0,5744,210599,00.html [2000, Feb 8].</p> <p><i>The creativity site</i> (No date) [Online]. Available: http://www.mindbloom.com/index.html [2000, March 24].</p>

Topic	Self-Development
Performance Indicator	Assess personal interests and skills needed for success in business (PD:013)
Level	Prerequisite
SCANS	Information 5; Systems 15; Basic Skills 1-2,5-6; Thinking Skills 8,12; Personal Qualities 13,16
Objectives	<ol style="list-style-type: none"> Define the following personal characteristics: realistic, investigative, artistic, social, enterprising, and conventional. Identify aspects of an individual that should be examined in order to determine strengths and weaknesses. Explain reasons for assessing personal interests and skills. Discuss the importance of objectivity in personal assessments. Describe steps for assessing personal interests and skills.
Sample Activities	<p>Take the <i>Armed Services Vocational Aptitude Battery</i>, ASVAB, and complete the follow-up booklet. Discuss the test results with your teacher.</p> <p>Use newspapers, magazines, glue sticks and scissors to develop a poster for various personality types identified by your teacher. The poster should contain pictures, slogans, words, examples and want ads of jobs that relate to the personality type. Describe the contents of the poster to classmates. Display the poster in the classroom.</p> <p>Access an online computer information system to match your interests and abilities with occupations to explore. Review the information obtained from the search.</p> <p>Complete an activity to examine the fit between your needs and the characteristics of various occupations. Discuss the findings with the instructor.</p> <p>Participate in a small-group activity to rank aspects of jobs that people consider important. Complete the activity individually at first. Then, discuss the rankings, similarities or differences in responses with the group. As a group, identify possible needs and satisfactions for each item. Discuss group responses.</p>
Resources LAP	<p>Marketing Education Resource Center (1998). <i>Self-understanding</i> [Human Relations LAP 2]. Columbus, OH: Author.</p> <p>Marketing Education Resource Center (1998). <i>Self-understanding: Instructor copy</i> [Human Relations LAP 2]. Columbus, OH: Author.</p>
Textbooks	<p>Bailey, L.J. (1997). Working: <i>Learning a living</i> (2nd ed.) [pp. 166-174]. Cincinnati: South-Western.</p> <p>Farese, L.S., Kimbrell, G., & Woloszyk, C.A. (1997). <i>Marketing essentials</i> (2nd ed.) [pp. 559-571]. Mission Hills, CA: Glencoe/McGraw-Hill.</p> <p>Lamberton, L.H., & Minor, L. (1995). <i>Human relations: Strategies for success</i> (pp. 81-82, 388-389). Chicago: Irwin.</p> <p>Ricketts, C. (1997). <i>Leadership: Personal development & career success</i> (pp. 411-412, 413-414). Albany, NY: Delmar.</p>

**Workbooks/
Manuals**

Ancona, P. (1998). *SuccessAbilities!: 1,003 practical ways to keep up, stand out, and move ahead at work* (pp. 170-189). Columbus, OH: Marketing Education Resource Center (Distributor).

Department of Defense (1993). *ASVAB 18/19 student and parent guide*. North Chicago, IL: Author.

Department of Defense (1993). *Exploring Careers: The ASVAB workbook*. North Chicago, IL: Author.

Kennedy, J.L. (1997). *Joyce Lain Kennedy's career book* (3rd ed.) [pp. 109-179]. Columbus, OH: Marketing Education Resource Center (Distributor).

Video

Cambridge Educational (Producer). [1996]. *Career S.E.L.F. assessment* [Videocassette]. Columbus, OH: Marketing Education Resource Center (Distributor).

School Co. (Producer). [1996]. *Putting it together: Your best career* [Videocassette]. Columbus, OH: Marketing Education Resource Center (Distributor).

**Software/
Online**

Ad Council (No date). *Ad council* [Online]. Available: <http://www.adcouncil.org> [2000, June 8].

Adams Media (No date). *Career city* [Online]. Available: <http://www.careercity.com> [2000, June 8].

Cambridge Educational (Producer). [1994]. *Multimedia career path* [Multimedia]. Columbus, OH: Marketing Education Resource Center (Distributor).

Career Magazine [Online]. (No date). Available: <http://www.careermag.com> [2000, June 8].

Career Path [Online]. (No date). Available: <http://www.careerpath.com> [2000, June 8].

Curriculum and Instructional Materials Center (Producer). [1999]. *Employee survival skills: Human relations* [Human Relations LAP 2: Presentation Software]. Marketing Education Resource Center (Distributor).

Expert Software, Inc. (1992-1993). *Personality expert* [Multimedia]. Coral Gables, FL: Author

Marketingjobs.com (No date). *Marketingjobs.com home page* [Online]. (No date). Available: <http://www.marketingjobs.com> [2000, June 8].

Microsoft (No date). *Vocational education lesson plans* [Online]. Available: <http://encarta.msn.com/schoolhouse/lessons/results.asp?subject=Vocational%20Education> [2000, June 9].

Monster.com (No date). *Steps for career success web page* [Online]. Available: <http://www.campus.monster.com> [2000, June 8].

Monster.com (No date). *The monster board* [Online]. Available: <http://www.monster.com> [2000, June 8].

Topic	Self-Development
Performance Indicator	Explain the concept of self-esteem (PD:014)
Level	Prerequisite
SCANS	Systems 15; Thinking Skills 12; Personal Qualities 14
Objectives	<ol style="list-style-type: none"> Define the following terms: self-concept, self-esteem, affirmation, and visualization. Describe the relationship between self-concept and self-esteem. Distinguish between low and high self-esteem. Describe visualization techniques. Discuss the importance of visualization. Explain how to maintain self-esteem.
Sample Activities	<p>Identify a strength that you would like to have, write an affirmation for it, cut out a picture of a person who possesses the strength, and monitor your activities in working to develop the desired strength for a week. Discuss your findings individually with the instructor.</p> <p>Pretend to see only yourself in a full-length mirror. Write a paragraph in your journal about what you see and how you currently feel about yourself.</p> <p>Participate in a small-group activity in which the group expresses at least 10 strengths about each of the group members. Choose one person to record the strengths listed for each individual. Discuss how it felt to give and receive positive comments. Discuss how the list of strengths can be used to improve self-esteem.</p>
Resources LAP	<p>Marketing Education Resource Center (1993). <i>Self-esteem</i> [Human Relations LAP 12]. Columbus, OH: Author.</p> <p>Marketing Education Resource Center (1991). <i>Self-esteem: Instructor copy</i> [Human Relations LAP 12]. Columbus, OH: Author.</p>
Textbooks	<p>Baltus, R.K. (1993). <i>Personal psychology for life and work</i> (3rd ed.) [pp. 25-27, 40, 50, 316]. Westerville, OH: Glencoe/Macmillan/McGraw-Hill.</p> <p>Branden, N. (1992). <i>The power of self-esteem</i> (pp. 3-87). Deerfield, FL: Health Communications.</p> <p>Kimbrell, G., & Vineyard, B.S. (1992). <i>Succeeding in the world of work</i> (5th ed.) [pp. 10, 16]. Westerville, OH: Glencoe/Macmillan/McGraw-Hill.</p> <p>Schulman, M., & Kowadlo, B.F. (1995). <i>Working smart</i> (pp. 54-55). Cincinnati, OH: South-Western.</p>
Workbooks/ Manuals	<p>Frunzi, G.L., & Savini, P.E. (1992). <i>Human relations: Leadership in organizations</i> (p. 117). Cincinnati, OH: South-Western.</p> <p>Palladino, C. (1994). <i>Developing self-esteem: A guide for personal success</i> (pp. 1-100). Columbus, OH: Marketing Education Resource Center (Distributor).</p> <p>Reynolds, C. (1993). <i>Dimensions in professional development</i> (4th ed.) [pp. 4-38]. Cincinnati, OH: South-Western.</p>

Video

Cambridge Education, Inc. (Producer). [1993]. *Underdeveloped and overexposed* [Videocassette]. Columbus, OH: Marketing Education Resource Center (Distributor).

National Press Publications. (Producer) [1992]. *Strategies for increased self-esteem* [Videocassette]. Columbus, OH: Marketing Education Resource Center (Distributor).

**Software/
Online**

Curriculum and Instructional Materials Center (Producer). [1999]. *Employee survival skills: Human relations* [Human Relations LAP 12: Presentation Software]. Marketing Education Resource Center (Distributor).

Topic	Self-Development
Performance Indicator	Use feedback for personal growth (PD:015)
Level	Prerequisite
SCANS	Information 5; Systems 15; Basic Skills 5-6; Thinking Skills 9,12; Personal Qualities 16
Objectives	<ol style="list-style-type: none"> Define the terms feedback, positive feedback, negative feedback, constructive criticism, destructive criticism, and defensiveness. Describe the value of feedback to individuals. Identify sources of feedback. Distinguish between positive and negative feedback. Explain the purpose of job-related criticism. Describe types of negative feedback. Describe guidelines for responding to criticism in a constructive manner.
Sample Activities	<p>Watch a videotaped role-play in which people demonstrate situations involving positive and negative feedback. As you watch the role-play, determine whether the feedback was positive or negative. If the feedback was negative, determine whether it was constructive or destructive. Discuss whether the recipient of the feedback reacted appropriately. If not, recommend appropriate reactions.</p> <p>Write examples of positive and negative feedback recently received. Participate in a small-group activity to discuss the responses with the group.</p>
Resources LAP	<p>Marketing Education Resource Center (1998). <i>Using feedback for personal growth</i> [Human Relations LAP 3]. Columbus, OH: Author.</p> <p>Marketing Education Resource Center (1998). <i>Using feedback for personal growth: Instructor copy</i> [Human Relations LAP 3]. Columbus, OH: Author.</p>
Textbooks	<p>Bailey, L.J. (1997). <i>Working: Learning a living</i> (2nd ed.) [pp. 115-124]. Cincinnati: South-Western.</p> <p>Baltus, R.K. (1993). <i>Personal psychology for life and work</i> (3rd ed.) [pp. 268, 304]. Westerville, OH: Glencoe/Macmillan/McGraw-Hill.</p> <p>Farese, L.S., Kimbrell, G., & Woloszyk, C.A. (1997). <i>Marketing essentials</i> (2nd ed.) [pp. 151-157]. Mission Hills, CA: Glencoe/McGraw-Hill.</p> <p>Lamberton, L.H., & Minor, L. (1995). <i>Human relations: Strategies for success</i> (pp. 108-134, 141-144, 283-284). Chicago: Irwin.</p> <p>Ricketts, C. (1997). <i>Leadership: Personal development & career success</i> (pp. 104-106, 473-479). Albany, NY: Delmar.</p> <p>Schulman, M., & Kowadlo, B.F. (1995). <i>Working smart</i> (pp. 32, 171-173, 207-210). Cincinnati, OH: South-Western.</p>
Workbooks/ Manuals	<p>Frunzi, G.L., & Savini, P.E. (1992). <i>Human relations: Leadership in organizations</i> (pp. 130-134). Cincinnati, OH: South-Western.</p> <p>Maddux, R.B. (1992). <i>Team building: An exercise in leadership</i>. Columbus, OH: Marketing Education Resource Center (Distributor).</p>

Video

Learning Seed (Producer). [1993]. *Handling criticism* [Videocassette]. Columbus, OH: Marketing Education Resource Center (Distributor).
Irwin (Producer). [1995]. *Effective teamwork* [Videocassette]. Columbus, OH: Marketing Education Resource Center (Distributor).

**Software/
Online**

Curriculum and Instructional Materials Center (Producer). [1999]. *Employee survival skills: Human relations* [Human Relations LAP 3: Presentation Software]. Marketing Education Resource Center (Distributor).

Topic	Self-Development
Performance Indicator	Adjust to change (PD:016)
Level	Prerequisite
SCANS	Information 5; Interpersonal 13; Systems 15; Basic Skills 5-6; Thinking Skills 9,12; Personal Qualities 15-16
Objectives	<ul style="list-style-type: none"> a. Define the term change. b. Identify categories or types of changes. c. Describe the impact of change on employees. d. Explain why people tend to resist change. e. Describe ways in which employees can be receptive to change. f. Explain facts about change.
Sample Activities	<p>Participate in a small-group activity to develop guidelines that will help incoming freshmen adjust to the changes they will probably encounter. Refer to the changes described in the journal. Appoint a group representative to present the group's recommendations.</p> <p>Observe a change in the physical environment of the classroom, and participate in a small-group activity to examine student reaction to the change.</p> <p>In a journal, describe five changes encountered during the transition from middle school to high school, including the types of changes, the impact that the changes have had, whether the changes were resisted, and ways to be more receptive to the changes.</p>
Resources LAP	<p>Marketing Education Resource Center (1998). <i>Adjusting to change</i> [Human Relations LAP 8]. Columbus, OH: Author.</p> <p>Marketing Education Resource Center (1998). <i>Adjusting to change: Instructor copy</i> [Human Relations LAP 8]. Columbus, OH: Author.</p>
Textbooks	<p>Baltus, R.K. (1993). <i>Personal psychology for life and work</i> (3rd ed.) [pp. 110-113, 164-165, 313]. Westerville, OH: Glencoe/Macmillan/McGraw-Hill.</p> <p>Dalton, M., Hoyle, D.G., & Watts, M.W. (1992). <i>Human relations</i> (pp. 161-174). Cincinnati, OH: South-Western.</p> <p>Pasmore, W.A. (1994). <i>Creating strategic change</i> (pp. 1-18, 41-71, 233-272). New York: John Wiley.</p>
Workbooks/ Manuals	<p>Frunzi, G.L., & Savini, P.E. (1992). <i>Human relations: Leadership in organizations</i> (pp. 245-261). Cincinnati, OH: South-Western.</p> <p>Jeffreys, J.S. (1995). <i>Coping with workplace change</i>. Columbus, OH: Marketing Education Resource Center (Distributor).</p>
Software/ Online	Curriculum and Instructional Materials Center (Producer). [1999]. <i>Employee survival skills: Human relations</i> [Human Relations LAP 8: Presentation Software]. Marketing Education Resource Center (Distributor).

Topic	Self-Development
Performance Indicator	Make decisions (PD:017)
Level	Career-sustaining
SCANS	Information 5; Systems 15; Thinking Skills 8
Objectives	<ul style="list-style-type: none"> a. Define the term decision making. b. Identify decision-making styles. c. Describe factors that influence decision making. d. Explain the importance of using an organized decision-making process. e. Describe steps for making decisions.
Sample Activities	<p>Write down five decisions that you have made this week. For each decision, identify factors that influenced the decisions that were made.</p> <p>Participate in a small-group activity in which each group member is presented with a situation requiring decision making. Discuss the thoroughness of each group member's decision-making process, identifying strengths and recommending ways that the process could be improved.</p> <p>Participate in a small-group activity in which the group selects a business and identifies the decisions that managers in that business make. Select a representative to present the group's responses. Compare similarities and differences in responses.</p>
Resources	
LAP	<p>Marketing Education Resource Center (Not released). <i>Decision making</i> [Professional Development LAP 34]. Columbus, Ohio; Author.</p> <p>Marketing Education Resource Center (Not released). <i>Decision making: Instructor copy</i> [Professional Development LAP 34]. Columbus, OH: Author.</p>
Textbooks	<p>Baltus, R.K. (1993). <i>Personal psychology for life and work</i> (3rd ed.) [pp. 132-134]. Westerville, OH: Glencoe/Macmillan/McGraw-Hill.</p> <p>Dawson, R. (1993). <i>The confident decision maker</i> (pp. 11-300). New York: William Morrow.</p> <p>Meyer, E.C., & Allen, K.R. (1994). <i>Entrepreneurship and small business management</i> (pp. 71-79). Westerville, OH: Glencoe/Macmillan/McGraw-Hill.</p> <p>Schulman, M., & Kowadlo, B.F. (1995). <i>Working smart</i> (pp. 222-225). Cincinnati, OH: South-Western.</p>
Workbooks/ Manuals	Frunzi, G.L., & Savini, P.E. (1992). <i>Human relations: Leadership in organizations</i> (pp. 153-171). Cincinnati, OH: South-Western.
Video	<p>Learning Seed (Producer). [1992]. <i>Make up your mind</i> [Videocassette]. Columbus, OH: Marketing Education Resource Center (Distributor).</p>

Topic	Self-Development
Performance Indicator	Set personal goals (PD:018)
Level	Career-sustaining
SCANS	Information 5; Systems 15; Basic Skills 2; Thinking Skills 8; Personal Qualities 13,16
Objectives	<ul style="list-style-type: none"> a. Define the following terms: goals, short-term goals, and long-term goals. b. Distinguish between short- and long-term goals. c. Describe benefits of setting goals. d. Identify types of goals. e. Describe steps for setting goals.
Sample Activities	<p>Develop an action plan for reaching a goal that is important to you. Select a goal that can be reached in a reasonable length of time. The action plan should include:</p> <ul style="list-style-type: none"> a. An illustration/picture of the goal b. A brief explanation of the general background of the goal—your reasons for selecting the goal c. Goal and subgoal statements d. List of things to do to reach the goal e. List of things to avoid in order to reach the goal f. Pages on which to record progress (by day, week, month, etc.) <p>Implement your plan and work toward the goal. Follow up with your teacher periodically to assess your progress.</p> <p>Interview an adult who sets personal goals to find out how the person selects goals and what steps are taken to achieve the goals. Write a brief paper summarizing your findings and evaluating the effectiveness of the person's goal-setting techniques.</p> <p>Participate in a small-group activity to develop an action plan to achieve a short-term goal selected by the group. Implement the plan, and discuss the group's progress in achieving its goal.</p>
Resources LAP	<p>Marketing Education Resource Center (1998). <i>Goal setting</i> [Human Relations LAP 6]. Columbus, Ohio: Author.</p> <p>Marketing Education Resource Center (1998). <i>Goal setting: Instructor copy</i> [Human Relations LAP 6]. Columbus, OH: Author.</p>
Textbooks	<p>Dalton, M., Hoyle, D.G., & Watts, M.W. (1992). <i>Human relations</i> (pp. 136-150). Cincinnati, OH: South-Western.</p> <p>Farese, L.S., Kimbrell, G., & Woloszyk, C.A. (1997). <i>Marketing essentials</i> (2nd ed.) [pp. 559-560]. Mission Hills, CA: Glencoe/McGraw-Hill.</p> <p>Lamberton, L.H., & Minor, L. (1995). <i>Human relations: Strategies for success</i> (pp. 384-386). Chicago: Irwin.</p> <p>Ricketts, C. (1997). <i>Leadership: Personal development & career success</i> (pp. 337-352). Albany, NY: Delmar.</p> <p>Schulman, M., & Kowadlo, B.F. (1995). <i>Working smart</i> (pp. 225-228). Cincinnati, OH: South-Western.</p>

**Workbooks/
Manuals**

Ancona, P. (1998). *SuccessAbilities!: 1,003 practical ways to keep up, stand out, and move ahead at work* (pp. 116-117). Columbus, OH: Marketing Education Resource Center (Distributor).

Eggland, S.A., & Williams, J.W. (1993). *Human relations at work* (4th ed.) [pp. 48-51]. Cincinnati, OH: South-Western.

Hilgermann, R.H. (1994). *Goal management at work*. Columbus, OH: Marketing Education Resource Center (Distributor).

Pokras, S. (1995). *Team problem solving: Reaching decisions systematically* (2nd ed.). Columbus, OH: Marketing Education Resource Center (Distributor).

Reynolds, C. (1993). *Dimensions in professional development* (4th ed.) [pp. 250-275]. Cincinnati, OH: South-Western.

Rouillard, L.A. (1993). *Goals and goal setting: Planning to succeed*. Columbus, OH: Marketing Education Resource Center (Distributor).

Video

Cambridge Educational, Inc. (Producer). [1992]. *Ready . . . Set . . . Goals!* [Videocassette]. Columbus, OH: Marketing Education Resource Center (Distributor).

Meridian Education Corporation (Producer). [1995]. *Happily ever after: Setting goals* [Videocassette]. Columbus, OH: Marketing Education Resource Center (Distributor).

Park Avenue (Producer). [1995]. *Attitude* [Videocassette]. Columbus, OH: Marketing Education Resource Center (Distributor).

**Software/
Online**

Curriculum and Instructional Materials Center (Producer). [1999]. *Employee survival skills: Human relations* [Human Relations LAP 6: Presentation Software]. Marketing Education Resource Center (Distributor).

Topic	Self-Development
Performance Indicator	Use time-management principles (PD:019)
Level	Specialist
SCANS	Information 5; Thinking Skills 8-9,12; Personal Qualities 13,16
Objectives	<ul style="list-style-type: none"> a. Define the terms time management, stress, procrastination, free time, weekly master list, to do list and ABC principle. b. Identify the characteristics of time. c. List benefits of time management. d. Describe ways to manage time. e. Explain the time-management process. f. Use time-management principles.
Sample Activities	<p>Keep a log of your school, work, and leisure activities for one week. Evaluate the activities to determine how you thought you spent your time and how you want to spend your time. Develop at least two time-management goals identified from your analysis.</p> <p>Ask your teacher, employer, or parent to give you an honest evaluation or assessment of your use of time. Compare their comments with your view of your time-management skills.</p> <p>Read an article about time management. Prepare a presentation for the class about the time-management strategies that you could best use.</p>
Resources LAP	<p>Marketing Education Resource Center (2090). <i>Time management</i> [Human Relations LAP 22] (pp. 4-10). Columbus, OH: Author.</p> <p>Marketing Education Resource Center (1990). <i>Time management: Instructor copy</i> [Human Relations LAP 22] (pp. 4-10). Columbus, OH: Author.</p>
Textbooks	<p>Ricketts, C. (1997). <i>Leadership: Personal development & career success</i> (pp. 43, 59-60) Albany, NY: Delmar.</p> <p>Rue, L.W., & Byars, L.L. (1993). <i>Supervision: Key link to productivity</i> (4th ed.) [pp. 102-114]. Burr Ridge, IL: Irwin.</p>
Workbooks/ Manuals	<p>Eisenberg, R., & Kelly, K. (1997). <i>The overwhelmed person's guide to time management</i>. New York: Penguin Group.</p> <p>Fry, R. (1994). <i>Manage your time</i> (2nd ed.). Columbus, OH: Marketing Education Resource Center (Distributor).</p> <p>Haynes, M.E. (1994). <i>Personal time management</i>. Columbus, OH: Marketing Education Resource Center (Distributor).</p> <p>Wright, R.J. (1997). <i>Beyond time management: Business with purpose</i>. Boston, MA: Butterworth-Heinemann.</p>
Software/ Online	<p>Curriculum and Instructional Materials Center (Producer). [1999]. <i>Employee survival skills: Human relations</i> [Human Relations LAP 22: Presentation Software]. Marketing Education Resource Center (Distributor).</p> <p>Marketing Education Resource Center (2000). <i>Time management</i> [Human Relations LAP 22: Presentation Software]. Columbus, OH: Author.</p>

Topic	Career Planning
Performance Indicator	Analyze employer expectations in the business environment (PD:020)
Level	Prerequisite
SCANS	Information 5; Systems 15; Basic Skills 1-2,5-6; Thinking Skills 12; Personal Qualities 13
Objectives	<ul style="list-style-type: none"> a. Describe characteristics and actions employers expect of employees. b. Explain ways of maintaining positive working relationships with others. c. Determine employer's expectations.
Sample Activities	<p>Listen to a guest speaker discuss employer expectations of employees. Write a one-page summary of the key points presented by the guest speaker.</p> <p>Listen to role-play situations to identify characteristics and actions employers expect of employees.</p> <p>Participate in a small-group activity to develop a positive and a negative example of a work habit identified in an employee rating form. Role-play the examples for the class. Discuss the presentations.</p> <p>Watch a training film, or review a training manual to determine areas of employee responsibility. Make a poster about any three areas identified in the material. Discuss the poster with the class. Display the poster on a bulletin board.</p>
Resources	
Textbooks	<p>Dalton, M., Hoyle, D.G., & Watts, M.W. (1992). <i>Human relations</i> (pp. 16-18, 276-277). Cincinnati, OH: South-Western.</p> <p>Kimbrell, G., & Vineyard, B.S. (1992). <i>Succeeding in the world of work</i> (5th ed.) [pp. 101-105]. Westerville, OH: Glencoe/Macmillan/McGraw-Hill.</p> <p>Schulman, M., & Kowadlo, B.F. (1995). <i>Working smart</i> (pp. 37-50). Cincinnati, OH: South-Western.</p>
Workbooks/ Manuals	<p>Eggland, S.A., & Williams, J.W. (1993). <i>Human relations at work</i> (4th ed.) [pp. 122-126]. Cincinnati, OH: South-Western.</p> <p>Stair, L.B. (1998). <i>Careers in business</i> (4th ed.). Columbus, OH: Marketing Education Resource Center (Distributor).</p>
Video	<p>Creative Educational Video (Producer). [1993]. <i>Profile of the perfect employee</i> [Videocassette]. Columbus, OH: Marketing Education Resource Center (Distributor).</p> <p>Princess Company (Producer) [1993]. <i>Positive work habits</i> [Videocassette]. Columbus, OH: Marketing Education Resource Center (Distributor).</p>

Topic	Career Planning
Performance Indicator	Explain the rights of workers (PD:021)
Level	Prerequisite
SCANS	Information 5; Systems 15; Basic Skills 1-2,5-6; Thinking Skills 12; Personal Qualities 13
Objectives	<ul style="list-style-type: none"> a. Describe the employee right to a safe working environment. b. Discuss the employee right to form unions. c. Explain the employee right to fair treatment. d. Describe the employee right to expect criticism. e. Explain the employee right to expect recognition.
Sample Activities	<p>Read news articles involving situations in which the rights of employees have been affected. Discuss the implication(s) of the situations.</p> <p>Participate in a small-group activity in which the group reviews the contents of an employee handbook. List information related to the following categories: working environment, recognition, compensation, and evaluation. Appoint a group leader to present the group's findings to the class. Compare and discuss findings.</p> <p>Interview two local businesspeople to determine the nature of the recognition programs implemented by the companies for which they work. Present the findings to the class.</p>
Resources Textbooks	<p>Career Information Center (1993). <i>Marketing and distribution</i> (5th ed.) [pp. 32-33]. New York: Macmillan.</p> <p>Dalton, M., Hoyle, D.G., & Watts, M.W. (1992). <i>Human relations</i> (pp. 269-295). Cincinnati, OH: South-Western.</p> <p>Kimbrell, G., & Vineyard, B.S. (1992). <i>Succeeding in the world of work</i> (5th ed.) [pp. 106-113, 234-235]. Westerville, OH: Glencoe/Macmillan/McGraw-Hill.</p> <p>Schulman, M., & Kowadlo, B.F. (1995). <i>Working smart</i> (pp. 23-36). Cincinnati, OH: South-Western.</p>

Topic	Career Planning
Performance Indicator	Identify sources of career information (PD:022)
Level	Career-sustaining
SCANS	Information 5; Systems 15; Basic Skills 1-2,5-6; Thinking Skills 12; Personal Qualities 13,16
Objectives	<ul style="list-style-type: none"> a. Identify information that can be obtained at libraries about careers. b. Identify nonprint sources of career information. c. Identify career-information guides provided by the U.S. Department of Labor. d. Identify databases that provide career information. e. Identify career information that can be obtained on the Internet. f. Describe how school counselors can assist in providing career information. g. Explain the importance of discussing career opportunities with workers who are employed in jobs in which you are interested.
Sample Activities	<p>Search the Internet to locate career information about three careers of interest to you. Print the information.</p> <p>Read career information displayed by a guidance counselor.</p> <p>Access a state-maintained computer information system to explore occupations. Identify five careers identified as fastest growing. From that list, select the one that most interests you. Write a paragraph summarizing the information obtained and providing a rationale for your interest in the career.</p>
Resources	
Textbooks	<p>Career Information Center (1993). <i>Marketing and distribution</i> (5th ed.) [pp. 17-23]. New York: Macmillan.</p> <p>Kushner, J.A. (1996). <i>How to find and apply for a job</i> (6th ed.) [pp. 15-27]. Cincinnati, OH: South-Western.</p>
Workbooks/ Manuals	Career Press (1995). <i>Where the jobs are</i> . Columbus, OH: Marketing Education Resource Center (Distributor).
Video	<p>Cambridge Educational, Inc. (Producer). [1994]. <i>Ten ways to get a great job</i> [Videocassette]. Columbus, OH: Marketing Education Resource Center (Distributor).</p> <p>Cambridge Educational, Inc. (Producer) [1995]. <i>Connect on the net</i> [Videocassette]. Columbus, OH: Marketing Education Resource Center (Distributor).</p>
Software/ Online	<p>Cambridge Educational, Inc. (1994). <i>Multimedia guide to occupational exploration</i> [Multimedia]. Columbus, OH: Marketing Education Resource Center (Distributor).</p> <p>Career resources <i>McGraw-Hill Marketplace</i> [Online]. Available: http://www.mhhe.com/business/marketing/marketplace/career/career.mhtml [2000, June 1].</p>

Topic	Career Planning
Performance Indicator	Identify tentative occupational interest (PD:023)
Level	Career-sustaining
SCANS	Information 5; Systems 15; Basic Skills 1-2,5-6; Thinking Skills 8,12; Personal Qualities 13,16
Objectives	<ul style="list-style-type: none"> a. Define the terms interests and aptitudes. b. Explain reasons for selecting occupations that match one's interests and aptitudes. c. Describe the importance of comparing and evaluating information about occupations. d. Explain the reasons for narrowing the choice of occupations when developing a career path.
Sample Activities	<p>Interview an adult about the person's career decision making to answer the following questions:</p> <ul style="list-style-type: none"> a. When you graduated from high school, did you know what you wanted to be "when you grew up"? b. Is that what you became? c. Is that what your career is now? d. Did you receive guidance while in school about how to develop career goals? e. How many times have you changed careers (e.g., from salesperson to school teacher)? f. How many times have you changed jobs (e.g., from one sales job to another sales job)? g. What's the best advice you can give people who are trying to develop career goals? <p>Discuss your findings with the class.</p> <p>Develop a tentative career goal, and write a paper, identifying the career goal and explaining what steps you followed to identify the career goal. Present the paper to the class.</p>
Resources	
Textbooks	<p>Career Information Center (1993). <i>Marketing and distribution</i> (5th ed.) [pp.16-17]. New York: Macmillan.</p> <p>Ditzenberger, R., & Kidney, J. (1992). <i>Selling: Helping customers buy</i> (3rd ed.) [pp. 368-370]. Cincinnati, OH: South-Western.</p>
Workbooks/ Manuals	<p>Hutt, R.W., & Stull, W.A. (1992). <i>Marketing: An introduction</i> (2nd ed.) [pp. 67-69]. Cincinnati, OH: South-Western.</p> <p>Stair, L.B. (1998). <i>Careers in business</i> (4th ed.). Columbus, OH: Marketing Education Resource Center (Distributor).</p>
Video	<p>Cress Video Productions (Producer) [1994]. <i>Career cluster decision</i> [Videocassette]. Columbus, OH: Marketing Education Resource Center (Distributor).</p>

Topic	Career Planning
Performance Indicator	Explain employment opportunities in marketing (PD:024)
Level	Career-sustaining
SCANS	Information 5; Systems 15; Basic Skills 1-2,5-6; Thinking Skills 12; Personal Qualities 13,16
Objectives	<ul style="list-style-type: none"> a. Identify types of businesses that offer careers in marketing. b. Contrast marketing careers with careers in medicine. c. Explain why jobs in marketing provide career potential. d. Describe the following marketing careers: <ul style="list-style-type: none"> (1) Marketing research (2) Advertising (3) Product management (4) Distribution/Warehousing (5) Sales (6) Retailing (7) Service marketing (8) Customer service (9) Public relations e. Describe well-recognized traits and skills needed for success in marketing careers.
Sample Activities	<p>Select a marketing occupation of interest, and collect information about it from as many resources as possible. Obtain the following pieces of information:</p> <ul style="list-style-type: none"> a. Marketing occupation b. Duties and responsibilities c. Educational requirements d. Recommended courses e. Employment outlook f. Salary range g. Schools offering training h. Perquisites (Perks) i. Lifestyle associated with the occupation j. Geographic availability of jobs k. Personal traits needed l. Work environment m. Example of a positive/negative work experience n. Pictures of people in the occupation o. List of sources of career information <p>Create a notebook from the collected information. Present the information to the class.</p> <p>Given a list of business trends, develop a list of marketing jobs that will be needed/affected. Discuss the responses with the class.</p> <p>Participate in a small-group activity in which the group examines a help-wanted ad section to identify marketing-related job opportunities in retailing, wholesaling, service, or manufacturing. Cut out the ads, and prepare a brief presentation about the types of jobs identified, including the difficulty the group had finding job opportunities for the assigned topic, what the jobs and job requirements are, whether the jobs are local or would require relocation,</p>

and what salaries or pay ranges were identified (if any). Select a group representative to present the findings. Compare and discuss differences in the groups findings.

Participate in a scavenger hunt about career opportunities in marketing, accessing readily available resources. For each of the following job opportunities, identify the names, addresses, and phone numbers of three local businesses that you could contact:

- a. Professional salesperson
- b. Importer/Exporter
- c. Retail buyer
- d. Media buyer
- e. Brand manager
- f. Marketing researcher

Obtain the information as quickly and as accurately as possible. Submit the completed information to your teacher. Discuss and compare responses with classmates.

Resources LAP

Marketing Education Resource Center (1999). *Marketing careers* [Career Development LAP 2]. Columbus, OH: Author.

Marketing Education Resource Center (1999). *Marketing careers: Instructor copy* [Career Development LAP 2]. Columbus, OH: Author.

Textbooks

Churchill, G.A., Jr., & Peter, J.P. (1998). *Marketing: Creating value for customers* (2nd ed.) [pp. 568-572]. Burr Ridge, IL: Irwin McGraw-Hill.

Farese, L.S., Kimbrell, G., & Woloszyk, C.A. (1997). *Marketing essentials* (2nd ed.) [p. 549]. Mission Hills, CA: Glencoe/McGraw-Hill.

Mason, R.E., Rath, P.M., Husted, S.W., & Lynch, R.L. (1995). *Marketing practices and principles* (5th ed.) [pp. 536, 539]. New York: Glencoe/Macmillan/McGraw-Hill.

Wisner, B. (1996). *Applied marketing* (pp. 588-593). Upper Saddle River, NJ: Prentice Hall.

Workbooks/ Manuals

Camenson, B. (1997). *Real people working in sales & marketing*. Columbus, OH: Marketing Education Resource Center (Distributor).

Hadley, J. (1995). *Where the jobs are* (2nd ed.) [pp. 195-210]. Columbus, OH: Marketing Education Resource Center (Distributor).

Stair, L.B. (1998). *Careers in marketing* (4th ed.). Columbus, OH: Marketing Education Resource Center (Distributor).

Steinberg, M. (1994). *Opportunities in marketing careers*. Columbus, OH: Marketing Education Resource Center (Distributor).

Turner, J., & Bottoms Maio, G. (1995). *Marketing in a global economy* (pp. 253-256) Cincinnati: South-Western.

**Software/
Online**

Adams Media (No date). *Career city* [Online]. Available: <http://www.careercity.com> [2000, June 8].

California Polytechnic State University Career Services (No date). *Careers in marketing web page* [Online]. Available: <http://www.calpoly.edu/ulib/mktg/public%5Fhtml/careers.htm> [2000, June 8].

Career Magazine [Online]. (No date). Available: <http://www.careermag.com> [2000, March 29].

Career Path [Online]. (No date). Available: <http://www.careerpath.com> [2000, March 29].

Direct Marketing World (No date). *DM world job center: Online source for jobs and resumes web page* [Online]. Available: <http://www.dmworld.com/jobcenter/jobs.html> [2000, June 6].

Directmarketingcareers.com (No date). *Directmarketingcareers.com home page* [Online]. Available: <http://www.directmarketingcareers.com/> [2000, June 8].

Great News (No date). *Sales and marketing employment specialists web page* [Online]. Available: <http://thegreatnewsinc.com> [2000, June 6].

Marketing Education Resource Center (1999). *Marketing careers* [Career Development LAP 2: CD-ROM]. Columbus, OH: Author.

Marketing Education Resource Center (1999). *Marketing careers* [Career Development LAP 2: Presentation Software]. Columbus, OH: Author.

Marketingjobs.com (No date). *Marketingjobs.com home page* [Online]. Available: <http://www.marketingjobs.com> [2000, June 8].

Topic	Career Planning
Performance Indicator	Explain employment opportunities in business (PD:025)
Level	Career-sustaining
SCANS	Information 5; Systems 15; Basic Skills 1-2,5-6; Thinking Skills 12; Personal Qualities 13,16
Objectives	<ul style="list-style-type: none"> a. Identify types of careers in business. b. Describe traits and skills needed for success in business careers. c. Explain educational requirements for business careers.
Sample Activities	<p>Access the Bureau of Labor Statistic's <i>Occupational Outlook Handbook</i> at http://www.bls.gov/ocohome.htm and perform a keyword search using the term <i>business</i>. Select five of the careers that are listed, and use their links to obtain more information. Create a chart that depicts the nature of the work, working conditions, necessary training, and earnings for all five careers.</p> <p>Access CareerCity's web site at http://www.careercity.com. Use its search engine to locate business opportunities in your state. Review the job descriptions and job requirements for several of the listings, and share the information with a classmate.</p> <p>Visit your local guidance office to obtain information about careers in business. Select a career of interest to you, and create a poster board depicting relevant information about that career. Share the poster board with the class.</p>
Resources	
Textbooks	<p>Daggett, W.R., & Miles, J.E. (1998). <i>The dynamics of work</i> (2nd ed.) [pp. 38, 61-63]. Cincinnati: South-Western Educational Publishing.</p> <p>Everard, K.E., & Burrow, J.L. (1996). <i>Business principles and management</i> (10th ed.) [pp. 93-94, 587-592]. Cincinnati: South-Western.</p> <p>Kimbrell, G., & Vineyard, B.S. (1992). <i>Succeeding in the world of work</i> (5th ed.) [pp. 32-43]. Westerville, OH: Glencoe/Macmillan/McGraw-Hill.</p>
Workbooks/ Manuals	<p>Hadley, J. (1995). <i>Where the jobs are</i> (2nd ed.) [pp. 195-210]. Columbus, OH: Marketing Education Resource Center (Distributor).</p> <p>Peterson's Guides (1996). <i>Colleges for careers in business</i>. Columbus, OH: Marketing Education Resource Center (Distributor).</p> <p>Stair, L.B. (1998). <i>Careers in business</i> (4th ed.). Columbus, OH: Marketing Education Resource Center (Distributor).</p> <p>Turner, J., & Bottoms Maio, G. (1995). <i>Marketing in a global economy</i> (pp. 253-256) Cincinnati: South-Western.</p> <p>Place, I. (1997). <i>Opportunities in business management careers</i>. Columbus, OH: Marketing Education Resource Center (Distributor).</p>

**Software/
Online**

- Ad Council (No date). *Ad council* [Online]. Available: <http://www.adcouncil.org> [2000, June 8].
- Adams Media (No date). *Career city* [Online]. Available: <http://www.careercity.com> [2000, June 8].
- Cambridge Educational (Producer). [1994]. *Multimedia guide to occupational exploration* [Multimedia]. Columbus, OH: Marketing Education Resource Center (Distributor).
- Career Magazine* [Online]. (No date). Available: <http://www.careermag.com> [2000, March 29].
- Career Path* [Online]. (No date). Available: <http://www.careerpath.com> [2000, March 29].
- Microsoft (No date). *An introduction to career pathways* [Online]. Available: <http://encarta.msn.com/alexandria/templates/lessonFull.asp?page=637&lvstart=K&lvend=12&subject=Vocational+Education&source=%2D99> [2000, March 29].
- Microsoft (No date). *Vocational education lesson plans* [Online]. Available: <http://encarta.msn.com/schoolhouse/lessons/results.asp?subject=Vocational%20Education> [2000, June 8].
- Monster.com (No date). *Steps for career success web page* [Online]. Available: <http://www.campus.monster.com> [2000, June 8].
- Monster.com (No date). *The monster board* [Online]. Available: <http://www.monster.com> [2000, June 8].

Topic	Job-Seeking Skills
Performance Indicator	Utilize job-search strategies (PD:026)
Level	Prerequisite
SCANS	Information 5; Systems 15; Basic Skills 1-2,5-6; Thinking Skills 8,12; Personal Qualities 13,16
Objectives	<ul style="list-style-type: none"> a. Identify procedures for conducting a self-analysis. b. Identify sources of job information. c. Describe steps in conducting a job search. d. Implement job-search strategies.
Sample Activities	<p>Compile a list of local agencies and resources that you could access for employment information. Categorize your findings as print materials, public agencies, private agencies, and online sources. Share your findings with a small group of students who have similar career interests. Add on to your list. Keep the compiled list in your portfolio, folder, or class notebook.</p> <p>Search for marketing-related job opportunities on the Internet.</p> <p>Read the classified ads for business employment opportunities in the Sunday edition of your local newspaper. Cut and glue the ads that sound interesting to you on a poster board to create a collage, and share it with the class.</p> <p>Conduct a job search based on a self-analysis of interests and abilities. Discuss your progress with your teacher.</p>
Resources Textbooks	<p>Bailey, L.J. (1997). <i>Working: Learning a living</i> (2nd ed.) [pp. 27-36, 39-53]. Cincinnati: South-Western.</p> <p>Farese, L.S., Kimbrell, G., & Woloszyk, C.A. (1997). <i>Marketing essentials</i> (2nd ed.) [pp. 575-589]. Mission Hills, CA: Glencoe/McGraw-Hill.</p> <p>Kushner, J.A. (1996). <i>How to find and apply for a job</i> (6th ed.) [pp. 2-27]. Cincinnati: South-Western.</p> <p>Ricketts, C. (1997). <i>Leadership: Personal development & career success</i> (pp. 422-428, 435-457). Albany, NY: Delmar.</p> <p>Wallace, H.R., & Masters, L.A. (1996). <i>Personality development for work</i> (7th ed.) [pp. 280-285]. Cincinnati: South-Western.</p>

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Topic	Job-Seeking Skills
Performance Indicator	Complete a job application (PD:027)
Level	Prerequisite
SCANS	Information 5,7; Systems 15; Basic Skills 1-2,5-6; Thinking Skills 12; Personal Qualities 13,16
Objectives	<ul style="list-style-type: none"> a. List factors that employers consider when evaluating job application forms. b. Identify the information required on the application. c. Describe procedures for completing job application forms. d. Complete a job application form.
Sample Activities	<p>Complete a job-application form. Ask a business partner to review the completed form, and to provide feedback on the strengths and weaknesses identified.</p> <p>Identify errors in sample job-application forms provided by your teacher. Discuss the findings with the class.</p> <p>Obtain samples of job application forms from local businesses. Share the samples with the class. Discuss the differences and similarities among the forms.</p>
Resources Textbooks	<p>Bailey, L.J. (1997). <i>Working: Learning a living</i> (2nd ed.) [pp. 27-36, 39-53]. Cincinnati: South-Western.</p> <p>Farese, L.S., Kimbrell, G., & Woloszyk, C.A. (1997). <i>Marketing essentials</i> (2nd ed.) [pp. 575-589]. Mission Hills, CA: Glencoe/McGraw-Hill.</p> <p>Kushner, J.A. (1996). <i>How to find and apply for a job</i> (6th ed.) [pp. 45-57]. Cincinnati: South-Western.</p> <p>Ricketts, C. (1997). <i>Leadership: Personal development & career success</i> (pp. 422-428, 435-457). Albany, NY: Delmar.</p> <p>Wallace, H.R., & Masters, L.A. (1996). <i>Personality development for work</i> (7th ed.) [pp. 291-294]. Cincinnati: South-Western.</p>
Workbooks/ Manuals	<p>Chapman, E.N. (1992). <i>I got the job! Win a job your way</i> (rev. ed.). Columbus, OH: Marketing Education Resource Center (Distributor).</p> <p>French, A. (1993). <i>How to locate jobs and land interviews</i> (2nd ed.). Hawthorne, NJ: Career Press.</p> <p>Fry, R. (1996). <i>Your first interview</i> (3rd ed.). Columbus, OH: Marketing Education Resource Center (Distributor).</p> <p>Fry, R. (1996). <i>Your first job</i> (2nd ed.). Columbus, OH: Marketing Education Resource Center (Distributor).</p> <p>Fry, R. (1996). <i>Your first résumé</i> (4th ed.). Columbus, OH: Marketing Education Resource Center (Distributor).</p> <p>Kennedy, J.L. (1997). <i>Joyce Lain Kennedy's career book</i> (3rd ed.) [pp. 353-392]. Columbus, OH: Marketing Education Resource Center (Distributor).</p> <p>Turner, J., & Bottoms Maio, G. (1995). <i>Marketing in a global economy</i> (pp. 260-264). Cincinnati: South-Western.</p>

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School Co. (Producer). [1996]. *Using career center resources* [Videocassette]. Columbus, OH: Marketing Education Resource Center (Distributor).

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Monster.com (No date). *Steps for career success web page* [Online]. Available: <http://www.campus.monster.com> [2000, June 8].

Monster.com (No date). *The monster board* [Online]. Available: <http://www.monster.com> [2000, June 8].

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<http://www.kodak.com/aboutKodak/bu/ci/education/lessonPlans/lessonPlan018.shtml> [2000, June 8].

Topic	Job-Seeking Skills
Performance Indicator	Interview for a job (PD:028)
Level	Prerequisite
SCANS	Information 5,7; Systems 15; Basic Skills 5-6; Thinking Skills 12; Personal Qualities 13,16
Objectives	<ul style="list-style-type: none"> a. Identify appropriate attire for job interviews. b. Describe the use of questions in job interviews. c. Identify appropriate questions to ask during job interviews. d. Describe appropriate behavior during job interviews. e. Explain procedures for interviewing for a job. f. Interview for a job of interest.
Sample Activities	<p>Participate in a mock job interview, and obtain feedback from a classmate.</p> <p>Examine slides/pictures of appropriate/inappropriate attire for job interviews. Determine why the attire is appropriate or inappropriate. Discuss your rationale with the class.</p> <p>Identify errors found in case studies featuring job-interview situations. Discuss your responses with the class, and recommend ways to correct the errors.</p> <p>Observe a simulated job interview. Evaluate the performance using a checklist provided by your instructor.</p>
Resources Textbooks	<p>Bailey, L.J. (1997). <i>Working: Learning a living</i> (2nd ed.) [pp. 27-36, 39-53, 56-65]. Cincinnati: South-Western.</p> <p>Farese, L.S., Kimbrell, G., & Woloszyk, C.A. (1997). <i>Marketing essentials</i> (2nd ed.) [pp. 575-589]. Mission Hills, CA: Glencoe/McGraw-Hill.</p> <p>Kushner, J.A. (1996). <i>How to find and apply for a job</i> (6th ed.) [pp. 58-71]. Cincinnati: South-Western.</p> <p>Ricketts, C. (1997). <i>Leadership: Personal development & career success</i> (pp. 422-428, 435-457). Albany, NY: Delmar.</p> <p>Wallace, H.R., & Masters, L.A. (1996). <i>Personality development for work</i> (7th ed.) [pp. 297-300]. Cincinnati: South-Western.</p>
Workbooks/ Manuals	<p>Ancona, P. (1998). <i>SuccessAbilities!: 1,003 practical ways to keep up, stand out, and move ahead at work</i> (pp. 180-183). Columbus, OH: Marketing Education Resource Center (Distributor).</p> <p>Fry, R. (1996). <i>Your first interview</i> (3rd ed.). Columbus, OH: Marketing Education Resource Center (Distributor).</p> <p>Fry, R. (1996). <i>Your first job</i> (2nd ed.). Columbus, OH: Marketing Education Resource Center (Distributor).</p> <p>Fry, R. (1996). <i>Your first résumé</i> (4th ed.). Columbus, OH: Marketing Education Resource Center (Distributor).</p> <p>Kennedy, J.L. (1997). <i>Joyce Lain Kennedy's career book</i> (3rd ed.) [pp. 353-392]. Columbus, OH: Marketing Education Resource Center (Distributor).</p> <p>South-Western Educational Publishing (1997). <i>The communication handbook for school-to-work</i> (pp. 209-210). Cincinnati: South-Western.</p>

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- Cambridge Educational (Producer). [1997]. *Exceptional interviewing trips: View* [Videocassette]. Columbus, OH: Marketing Education Resource Center (Distributor).
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Topic	Job-Seeking Skills
Performance Indicator	Write a follow-up letter after job interviews (PD:029)
Level	Career-sustaining
SCANS	Information 5; Systems 15; Basic Skills 1-2; Thinking Skills 12; Personal Qualities 13,16
Objectives	<ul style="list-style-type: none"> a. Describe reasons for writing follow-up letters after job interviews. b. Explain content that should be included in follow-up letters after job interviews. c. Demonstrate procedures for writing a follow-up letter after a job interview.
Sample Activities	<p>Given a follow-up letter by your teacher, recommend ways to improve its contents to better appeal to an employer. Discuss your recommendations with the class.</p> <p>Write a follow-up letter after a mock job interview. Submit it to your teacher for evaluation.</p>
Resources Textbooks	<p>Clark, L.R., Zimmer, K., & Tinervia, J. (1995). <i>Business English and communication</i> (8th ed.) [pp. 500-501]. New York: Glencoe/McGraw-Hill.</p> <p>Daggett, W.R., & Miles, J.E. (1998). <i>The dynamics of work</i> (2nd ed.) [p. 72]. Cincinnati: South-Western Educational Publishing.</p> <p>Kimbrell, G., & Vineyard, B.S. (1998). <i>Succeeding in the world of work: Teacher's manual</i> (6th ed.) [pp. 144-145]. Westerville, OH: Glencoe/Macmillan/McGraw-Hill.</p>
Workbooks/ Manuals	South-Western Educational Publishing (1997). <i>The communication handbook for school-to-work</i> (pp. 145-146). Cincinnati: South-Western.

Topic	Job-Seeking Skills
Performance Indicator	Write a letter of application (PD:030)
Level	Career-sustaining
SCANS	Information 5,7-8; Systems 15; Basic Skills 1-2; Thinking Skills 7,12; Personal Qualities 13,16-17
Objectives	<ul style="list-style-type: none"> a. Identify the purpose of the letter of application. b. Explain when a letter of application is to be used. c. Explain the importance of the letter's appearance. d. Describe procedures for writing letters of application. e. Write an application letter for a job of interest.
Sample Activities	<p>Write a letter of application for a job in which you are interested. Obtain feedback from your teacher.</p> <p>Assume the role of an employer who has just received an envelope containing a job-application form provided by your teacher. Examine the job-application form to answer the following questions:</p> <ul style="list-style-type: none"> a. For what position is the applicant applying? b. How does the applicant know about possible job openings? c. When can you contact the applicant for an interview? d. Should you contact the applicant at home or at work? <p>Now, examine the same job-application form accompanied by a letter of application. Respond to the same series of questions. Discuss your responses with the class.</p> <p>Evaluate a good and a bad example of letters of application by completing a checklist provided by your instructor. Discuss the evaluations with the class.</p>
Resources Textbooks	<p>Bailey, L.J. (1997). <i>Working: Learning a living</i> (2nd ed.) [pp. 27-36, 39-53]. Cincinnati: South-Western.</p> <p>Farese, L.S., Kimbrell, G., & Woloszyk, C.A. (1997). <i>Marketing essentials</i> (2nd ed.) [pp. 575-589]. Mission Hills, CA: Glencoe/McGraw-Hill.</p> <p>Kushner, J.A. (1996). <i>How to find and apply for a job</i> (6th ed.) [pp. 29-34]. Cincinnati: South-Western.</p> <p>Ricketts, C. (1997). <i>Leadership: Personal development & career success</i> (pp. 422-428, 435-457). Albany, NY: Delmar.</p>

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Topic	Job-Seeking Skills
Performance Indicator	Prepare a résumé (PD:031)
Level	Career-sustaining
SCANS	Information 5,7-8; Systems 15; Basic Skills 1-2; Thinking Skills 7,12; Personal Qualities 13,16-17
Objectives	<ul style="list-style-type: none"> a. Identify information needed to prepare a résumé. b. Explain the uses of résumés. c. Explain the importance of keeping a specific personal file of work, education history and references. d. Discuss the value of neat appearance for résumés. e. Discuss the value of accurate information, spelling, punctuation, and grammar in résumés. f. Describe procedures for preparing résumés. g. Prepare a résumé.
Sample Activities	<p>Review sample résumés to identify errors. Indicate needed corrections on the résumés.</p> <p>Given several sample résumés, select the résumé that is best tailored for a specific job opening identified by your teacher. Discuss your rationale for the selection.</p> <p>Listen to a personnel director discuss the impact of résumés on the selection of employees to interview. Discuss factors that contribute to effective résumés.</p> <p>Prepare a résumé for a job in marketing. Ask a business partner to evaluate it and to provide feedback.</p>
Resources Textbooks	<p>Bailey, L.J. (1997). <i>Working: Learning a living</i> (2nd ed.) [pp. 27-36, 39-53]. Cincinnati: South-Western.</p> <p>Farese, L.S., Kimbrell, G., & Woloszyk, C.A. (1997). <i>Marketing essentials</i> (2nd ed.) [pp. 575-589]. Mission Hills, CA: Glencoe/McGraw-Hill.</p> <p>Kushner, J.A. (1996). <i>How to find and apply for a job</i> (6th ed.) [pp. 34-37]. Cincinnati: South-Western.</p> <p>McCabe, J.R., & McCabe, M.L. (1993). <i>Writing effective résumés: A complete guide</i> (pp. 2-60). Cincinnati: South-Western.</p> <p>Ricketts, C. (1997). <i>Leadership: Personal development & career success</i> (pp. 422-428, 435-457). Albany, NY: Delmar.</p> <p>Wallace, H.R., & Masters, L.A. (1996). <i>Personality development for work</i> (7th ed.) [pp. 285-290]. Cincinnati: South-Western.</p>

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- Fry, R. (1996). *Your first job* (2nd ed.). Columbus, OH: Marketing Education Resource Center (Distributor).
- Fry, R. (1996). *Your first résumé* (4th ed.). Columbus, OH: Marketing Education Resource Center (Distributor).
- Kennedy, J.L. (1997). *Joyce Lain Kennedy's career book* (3rd ed.) [pp. 353-392]. Columbus, OH: Marketing Education Resource Center (Distributor).
- South-Western Educational Publishing (1997). *The communication handbook for school-to-work* (pp. 147-148). Cincinnati: South-Western.
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Topic	Continuing Development
Performance Indicator	Describe techniques for obtaining work experience (e.g., volunteer activities, internships, mentors) (PD:032)
Level	Prerequisite
SCANS	Information 5,7; Systems 15; Basic Skills 1-2,5-6; Thinking Skills 12; Personal Qualities 13,16
Objectives	<ul style="list-style-type: none"> a. Define the term internship. b. Identify reasons that employers often choose to hire experienced workers. c. Identify activities that can be valued as work experience. d. Explain ways to obtain experiences that can substitute for workplace skills.
Sample Activities	<p>Identify three opportunities for volunteer activities in your community. Analyze the activities to determine what skills and knowledge used in the activities would be useful in the workplace. Discuss your analysis with a small group of students.</p> <p>Search online and traditional job sources for internship opportunities. Identify the requirements for obtaining the internships. Draw conclusions about how the experiences in the internships would be useful in obtaining workplace skills. Discuss your findings and conclusions with classmates.</p> <p>Contact your local college or university's career services office to obtain information on the types of volunteer activities, internships, and co-ops that are available to students. Share your findings with a classmate.</p> <p>Identify examples of experiences that would enhance the résumé of a person applying for an entry-level position in your industry, and discuss them with the class. Provide a rationale for your choices.</p>
Resources	
Textbooks	<p>Bailey, L.J. (1997). <i>Working: Learning a living</i> (2nd ed.) [pp. 7-13, 459-460]. Cincinnati: South-Western.</p> <p>Farese, L.S., Kimbrell, G., & Woloszyk, C.A. (1997). <i>Marketing essentials</i> (2nd ed.) [pp. 566-567]. Mission Hills, CA: Glencoe/McGraw-Hill.</p> <p>Kimbrell, G., & Vineyard, B.S. (1998). <i>Succeeding in the world of work: Teacher's wraparound edition</i> (6th ed.) [pp. 54-55]. New York: Glencoe/Macmillan/McGraw-Hill.</p>
Workbooks/ Manuals	Ancona, P. (1998). <i>SuccessAbilities!: 1,003 practical ways to keep up, stand out, and move ahead at work</i> (pp. 222-223). Columbus, OH: Marketing Education Resource Center (Distributor).

Topic	Continuing Development
Performance Indicator	Explain the need for ongoing education as a worker (PD:033)
Level	Prerequisite
SCANS	Information 5,7; Systems 15; Basic Skills 1-2,5-6; Thinking Skills 12; Personal Qualities 13,16
Objectives	<ul style="list-style-type: none"> a. Explain the benefits associated with the ongoing education of employees. b. Identify training provided by companies for their employees. c. Identify external sources of employee training. d. Explain the types of external training available to employees. e. Describe occasions when employees need training.
Sample Activities	<p>Listen to presentations by a training manager from a local business and the director of continuing education from a community college, technical institute, or four-year institution about the need for ongoing education as employees. Write a one-page summary of the key points presented.</p> <p>Listen to passages from current business books that address the topic of the need for ongoing education. Summarize your reactions to the passages.</p> <p>Review a listing of courses in workplace training provided by the local adult education program, technical school or four-year institution. Identify three courses of interest, and write a paragraph explaining how the courses could be of benefit. Participate in a small-group activity in which the students in the group discuss their findings.</p> <p>Participate in a small-group activity to interview a business owner or manager in an assigned business category. During the interview, determine the training provided by the person's company, sources of training used by employees of the person's company, the types of training acquired outside the company by employees, and the occasions when employees need training. Select a group representative to present the group's</p>
Resources	
Textbooks	<p>Campbell, R., & Thompson, M.J. (1991). <i>Working today and tomorrow: Teacher's edition</i> (2nd ed.) [pp. 94-100]. St. Paul, MN: EMC.</p> <p>Daggett, W.R., & Miles, J.R. (1991). <i>The dynamics of work</i> (2nd ed.) [pp. 11, 94, 126-131]. Cincinnati, OH: South-Western.</p> <p>Dalton, M., Hoyle, D.G., & Watts, M.W. (1992). <i>Human relations</i> (pp. 439-443). Cincinnati, OH: South-Western.</p> <p>Kimbrell, G., & Vineyard, B.S. (1992). <i>Succeeding in the world of work</i> (5th ed.) [pp. 64-69]. Westerville, OH: Glencoe/Macmillan/McGraw-Hill.</p>
Video	Cress Video Production (Producer). [1994]. <i>Learning for earning</i> [Videocassette]. Columbus, OH: Marketing Education Resource Center (Distributor).
Software/ Online	McNamara, C. (No date). <i>Continuous learning</i> [Online]. Available: http://www.mapnp.org/library/trng_dev/design/cont_lrn.htm [2000, May 30].

Topic	Continuing Development
Performance Indicator	Explain possible advancement patterns for jobs (PD:034)
Level	Prerequisite
SCANS	Information 5; Systems 15; Basic Skills 1-2; Thinking Skills 12; Personal Qualities 13
Objectives	<ol style="list-style-type: none"> Define the following terms: job, career, occupation, job promotion, and seniority. Distinguish among occupations, jobs, and careers. Explain the value of entry-level job positions for beginning workers. Identify reasons promotion opportunities arise. Explain why a job change may be necessary for workers to advance. Describe the role of seniority in job advancement. Compare and contrast promotion opportunities among occupations and industries.
Sample Activities	<p>Contact a local trade group, professional association, and/or college career services office to obtain information about advancement opportunities for a career of your choice. Create a time line that depicts the typical advancement pattern for that career, and submit it to your teacher.</p> <p>Access the Bureau of Labor Statistic's <i>Occupational Outlook Handbook</i> at http://www.bls.gov/ocohome.htm, and perform keyword searches for five careers of interest to you. Read the information under the heading entitled "Training, Other Qualifications, and Advancement" to determine ways to advance in each career. Share your findings with a classmate.</p> <p>Interview a person who is employed in a career of interest to you to find out the advancement pattern s/he followed. Determine whether other employees followed the same advancement pattern. Discuss your findings and conclusions with a classmate.</p>
Resources Textbooks	<p>Certo, S.C. (1995). <i>Human relations today: Concepts and skills</i> (pp. 196, 204). Burr Ridge, IL: Irwin.</p> <p>Daggett, W.R., & Miles, J.E. (1998). <i>The dynamics of work</i> (2nd ed.) [pp. 9, 41-43]. Cincinnati: South-Western Educational Publishing.</p> <p>Everard, K.E., & Burrow, J.L. (1996). <i>Business principles and management</i> (10th ed.) [pp. 565-574]. Cincinnati: South-Western.</p> <p>Mason, R.E., Rath, P.M., Husted, S.W., & Lynch, R.L. (1995). <i>Marketing: Practices and principles</i> (5th ed.) [pp. 532, 536-539]. New York: Glencoe/Macmillan/McGraw-Hill.</p> <p>Wallace, H.R., & Masters, L.A. (1996). <i>Personality development for work</i> (pp. 321-333). Cincinnati: South-Western Educational Publishing.</p>
Workbooks/ Manuals	<p>Ancona, P. (1998). <i>SuccessAbilities!: 1,003 practical ways to keep up, stand out, and move ahead at work</i> (pp. 108, 183, 196). Columbus, OH: Marketing Education Resource Center (Distributor).</p> <p>Eggland, S.A., & Williams, J.W., (1998). <i>Human relations for career success</i> (5th ed.) [pp. 69-72]. Cincinnati: South-Western Educational Publishing.</p>

**Software/
Online**

myjobsearch.com (2000). *Make good career decisions* [Online]. Available: <http://www.myjobsearch.com/advancement.html> [2000, March 30].

The University of New Mexico (1999). *Career development* [Online]. Available: <http://www.unm.edu/~hravp/cardev/advance.htm> [2000, March 30].

Topic	Continuing Development
Performance Indicator	Identify skills needed to enhance career progression (PD:035)
Level	Specialist
SCANS	Information 5; Systems 15; Basic Skills 1-2,5-6; Thinking Skills 12; Personal Qualities 13
Objectives	<ul style="list-style-type: none"> a. Describe factors employers consider when determining whom to promote. b. Explain techniques for employees to use that will enhance career progression.
Sample Activities	<p>Participate in a small-group activity to brainstorm skills that are essential to keeping and advancing in a job. Generate a list of those skills, and discuss the list with the class. Analyze how these skills vary across businesses/industries.</p> <p>Identify a business for which you are interested in working. Interview the business's owner/manager to find out what skills are needed to advance in the company. Write a synopsis of your findings.</p>
Resources Textbooks	<p>Certo, S.C. (1995). <i>Human relations today: Concepts and skills</i> (pp. 4, 6, 107-109, 166-169, 177, 179-181, 314, 339-340). Burr Ridge, IL: Irwin.</p> <p>Kimbrell, G., & Vineyard, B.S. (1998). <i>Succeeding in the world of work: Teacher's manual</i> (6th ed.) [pp. 4, 7, 13, 18]. Westerville, OH: Glencoe/Macmillan/McGraw-Hill.</p> <p>Wallace, H.R., & Masters, L.A. (1996). <i>Personality development for work</i> (pp. 330-332). Cincinnati: South-Western Educational Publishing.</p>

Topic	Continuing Development
Performance Indicator	Utilize resources that can contribute to professional development (e.g., trade journals/periodicals, professional/trade associations, classes/seminars, trade shows, and mentors) (PD:036)
Level	Specialist
SCANS	Information 5; Systems 15; Basic Skills 1-2,5-6; Thinking Skills 12; Personal Qualities 13,16
Objectives	<ul style="list-style-type: none"> a. Describe the professional benefits obtained from reading trade journals/periodicals. b. Describe the benefits of membership in a professional organization. c. Identify resources to consult for information about associations or organizations. d. Explain ways that attending classes/seminars can contribute to professional development. e. Describe types of trade shows. f. Discuss the characteristics of trade shows. g. Explain the benefits of attending trade shows.
Sample Activities	<p>Conduct a scavenger hunt in the classroom, media center, and local libraries to identify the titles of trade journals and periodicals that would be useful to marketers. Record the titles of the publications and where they were found. Report your findings to the class.</p> <p>Conduct an Internet search to locate trade journals and periodicals available online that would be useful to marketers. Record the web sites, and write a synopsis of the types of information found. Explain why the site would be helpful to marketers.</p> <p>Review a listing of workshops offered by a professional organization or trade association to identify three workshops of interest. Write a paragraph explaining how the workshops could benefit you. Participate in a small-group activity in which students in the group discuss their findings.</p> <p>Obtain materials from a professional organization or trade association that address the following:</p> <ul style="list-style-type: none"> a. The organization's mission b. The organization's services c. The size of the organization's membership d. The organization's upcoming activities e. The cost of membership f. The address of a local chapter of the organization <p>Write an explanation of how you could benefit from membership in the organization.</p>

Resources
Textbooks

- Burrow, J., & Eggland, S. (1995). *Marketing foundations and functions* (pp. 205, 427). Cincinnati: South-Western Publishing Co.
- Diamond, J., & Diamond, E. (1997). *The world of fashion* (2nd ed.) [pp. 424-426]. New York: Fairchild Publications.
- Evans, J.R., & Berman, B. (1997). *Marketing* (7th ed.) [p. 137]. Upper Saddle River, NJ: Prentice-Hall.
- Farese, L.S., Kimbrell, G., & Woloszyk, C.A. (1997). *Marketing essentials* (2nd ed.) [pp. 187, 248, 258, 342-343, 435]. Mission Hills, CA: Glencoe/McGraw-Hill.
- Husted, S.W., Varble, D., & Lowry, J.R. (1993). *Marketing fundamentals* (p. 475). New York: Delmar Publishers, Inc.
- Hyden, J.S., Jordan, A.K., Steinauer, M.H., & Jones, M.J. (1994). *Communicating for success: An applied approach* (pp. 496-497). Cincinnati: South-Western Publishing Co.
- Lewis, H.G., & Nelson, C. (1999). *Advertising age handbook of advertising* (pp. 215, 216, 224). Chicago: NTC/Contemporary Publishing Group, Inc.
- Mason, R.E., Rath, P.M., Husted, S.W., & Lynch, R.L. (1995). *Marketing: Practices and principles* (5th ed.) [pp. 178-179, 206-207, 247, 408]. New York: Glencoe/Macmillan/McGraw-Hill.

**Software/
Online**

- Hibbitts, B.J. (2000). *Subject guides/Business associations*. In JURIST: The legal education network [Online]. Available: http://www.jurist.law.pitt.edu/sg_bus.htm [2000, March 30].
- SalesDoctor Magazine* (1999). Available: <http://www.salesdoctors.com/directory/misc/assoc.htm> [Online]. [2000, March 30].

Topic	Continuing Development
Performance Indicator	Use networking techniques for professional growth (PD:037)
Level	Specialist
SCANS	Information 5,7; Systems 15; Basic Skills 5-6; Thinking Skills 12; Personal Qualities 13-15
Objectives	<ol style="list-style-type: none">Define the term networking.Describe the benefits of networking.Discuss occasions for networking.Describe networking techniques.Demonstrate procedures for using networking techniques for professional growth.
Sample Activities	<p>Attend a seminar, trade show, or meeting of a professional organization, and use networking techniques to acquire information about a topic designated by your teacher. Write a report about the techniques utilized, their effectiveness, and the information acquired. Present your report to the class.</p> <p>Talk with a person who is employed in a job of interest to you, and find out five networking techniques that the person uses. Record the techniques, and share them with a small group of students in the class. Compare your findings with those of others in the group. Compile a list of the five most frequently identified techniques, and present the list to the class.</p> <p>Create a system for keeping track of people who can help you to do your job better or communicate new career opportunities to you, and share it with the class.</p>
Resources Software/ Online	McNamara, C. (No date). <i>Professional networking</i> [Online]. Available: http://www.mapnp.org/library/career/netwrkng.htm [2000, May 30].

Curriculum Guide Sheets

Section 3

Business, Management, and Entrepreneurship

Topic	Fundamentals
Performance Indicator	Explain the role of business in society (BA:001)
Level	Career-sustaining
SCANS	Information 5; Systems 15; Thinking Skills 12
Objectives	<ol style="list-style-type: none"> Define the following terms: social responsibility, producers, raw-goods producers, manufacturers, builders, trade industries, retailers, wholesalers, and service businesses. Identify two categories of social responsibility. Identify ways in which businesses demonstrate social responsibility by maximizing their profits. Identify ways in which businesses contribute to public interests. List individuals, groups, or agencies to which retailers are socially responsible. Categorize types of producers in our society. Identify examples of retailers. Identify examples of wholesalers. Distinguish between retailers and wholesalers. Describe factors that differ among trade industries. Describe classifications of service businesses found in our society. Explain the importance of service businesses in our society.
Sample Activities	<p>Read situations about businesses that have been socially responsible. Categorize the purposes of their social responsibility. Identify the groups to whom the businesses have been socially responsible. Discuss the responses with the class.</p> <p>Participate in a small-group activity to identify actions that a school-based enterprise could take to demonstrate social responsibility.</p> <p>Using the Internet, local newspapers, and business publications, identify local businesses that sponsor or donate to charitable causes. Request an interview with a representative of one of the businesses to determine reasons for the business's participation in the cause and the impact of the company's participation on the charitable cause and the community.</p>
Resources	
LAP	<p>Marketing Education Resource Center (1997). <i>Business and society</i> [Marketing and Business LAP 6]. Columbus, OH: Author.</p> <p>Marketing Education Resource Center (1996). <i>Business and society: Instructor copy</i> [Marketing and Business LAP 6]. Columbus, OH: Author.</p>
Textbooks	<p>Burrow, J., & Eggland, S. (1995). <i>Marketing foundations and functions</i> (pp. 56-61, 67, 71-74, 455-465). Cincinnati: South-Western.</p> <p>Churchill, G.A., Jr., & Peter, J.P. (1995). <i>Marketing: Creating value for customers</i> (pp. 64-73, 499-507). Burr Ridge, IL: Irwin.</p> <p>Dlabay, L.R., & Scott, J.C. (1996). <i>Business in a global economy</i> (pp. 302-307, 438-439). Cincinnati: South-Western.</p> <p>Evans, J.R., & Berman, B. (1997). <i>Marketing</i> (7th ed.) [pp. 113-122, 445-449, 468-469]. Upper Saddle River, NJ: Prentice Hall.</p> <p>Everard, K.E., & Burrow, J.L. (1996). <i>Business principles and management</i> (10th ed.) [pp. 42-45, 356]. Cincinnati: South-Western.</p>

**Software/
Online**

- Farese, L.S., Kimbrell, G., & Woloszyk, C.A. (1997). *Marketing essentials* (2nd ed.) [pp. 64-69]. Mission Hills, CA: Glencoe/McGraw-Hill.
- Kotler, P., & Armstrong, G. (1997). *Marketing: An introduction* (4th ed.) [pp. 557-567, 578-583]. Upper Saddle River, NJ: Prentice Hall.
- Mason, R.E., Rath, P.M., Husted, S.W., & Lynch, R.L. (1995). *Marketing practices and principles* (5th ed.) [pp. 475-478, 481]. New York: Glencoe/Macmillan/McGraw-Hill.
- Perreault, W.D., Jr., & McCarthy, E.J. (1997). *Essentials of marketing: A global-managerial approach* (7th ed.) [pp. 35-36]. Chicago: Irwin.
- Wisner, B. (1996). *Applied marketing* (pp. 577-584). Upper Saddle River, NJ: Prentice Hall.
- Curriculum and Instructional Materials Center (Producer). [1999]. *Marketing, business basics and economics* [Marketing and Business LAP 6: Presentation Software]. Marketing Education Resource Center (Distributor).

Topic	Fundamentals
Performance Indicator	Describe types of business activities (BA:002)
Level	Career-sustaining
SCANS	Information 5; Systems 15; Thinking Skills 12
Objectives	<ol style="list-style-type: none"> Define the following terms: business, accounting, purchasing, management, production, and marketing. Identify types of primary business activities. Explain the importance of primary business activities. Explain the interrelationship of business activities.
Sample Activities	<p>Form a group of five students, and select a business that the group would like to start. Each person in the group will select one of the primary business activities: marketing, management, production, accounting, or purchasing. Research the specialty area using the Internet, newspapers, magazines, and interviews. As a group, create a short presentation on the role and impact of these activities in their business.</p> <p>Give examples of business activities. Categorize them as marketing, management, purchasing, production, accounting, or finance. Discuss the responses with the class.</p> <p>Identify a type of business that you would be interested in opening. Write a detailed description of how marketing, management, purchasing, production, accounting, and finance work within that particular business.</p> <p>Create a list of every activity you can think of that is done by businesses. Interview two people that work in business and have them create a list of activities, too. Group similar activities, and try to categorize them. After discussing this in class, determine if all the activities fit into the categories discussed. Create a visual showing how the categories of activities relate to each other.</p>
Resources LAP	<p>Marketing Education Resource Center (1997). <i>Business activities</i> [Marketing and Business LAP 10]. Columbus, OH: Author.</p> <p>Marketing Education Resource Center (1997). <i>Business activities: Instructor copy</i> [Marketing and Business LAP 10]. Columbus, OH: Author.</p>
Textbooks	<p>Burrow, J., & Eggland, S. (1995). <i>Marketing foundations and functions</i> (pp. 38-42). Cincinnati: South-Western.</p> <p>Everard, K.E., & Burrow, J.L. (1996). <i>Business principles and management</i> (10th ed.) [pp. 5, 242-243, 269-271, 594-595]. Cincinnati: South-Western.</p> <p>Farese, L.S., Kimbrell, G., & Woloszyk, C.A. (1997). <i>Marketing essentials</i> (2nd ed.) [pp. 61-62]. Mission Hills, CA: Glencoe/McGraw-Hill.</p> <p>Zikmund, W.G., Middlemist, R.D., & Middlemist, M.R. (1995). <i>Business: The American challenge for global competitiveness</i> (pp. 4-11, 15, 140, 188-189, 288, 426). Burr Ridge, IL: Irwin.</p>

**Workbooks/
Manuals**

Stephenson, H., & Otterson, D. (1995). *Marketing mastery: Your seven step guide to success* (p. 13). Columbus, OH: Marketing Education Resource Center (Distributor).

Video

Cambridge Educational (Producer). [1997]. *Business 101 (An interactive guide to)* [Videocassette]. Columbus, OH: Marketing Education Resource Center (Distributor).

RMI Media Productions (Producer). [1995]. *Nature of business* [Videocassette]. Marketing Education Resource Center (Distributor).

**Software/
Online**

Center for Entrepreneurial Leadership (No date). *CELCEE* [Online]. Available: <http://www.celcee.edu> [2000, June 8].

Khera Communications, Inc. (No date). *More business.com web page* [Online]. Available: <http://www.morebusiness.com> [2000, June 7].

Rogers, A.F. (No date). *Introduction to business* [Online]. Available: http://ericir.syr.edu/Virtual/Lessons/Voc_Ed/Business/BUS0002.html [2000, June 8].

Yahoo! (No date). *Yahoo! Social sciences and economic sections* [Online]. Available: http://www.yahoo.com/Social_Science/Economics [2000, June 7].

Topic	Fundamentals
Performance Indicator	Explain marketing and its importance in a global economy (BA:003)
Level	Career-sustaining
SCANS	Information 5; Interpersonal 11; Systems 15; Thinking Skills 12; Personal Qualities 15
Objectives	<ol style="list-style-type: none"> Define the following terms: marketing and marketing concept. Identify marketing activities. Categorize items that are marketed. Explain where marketing occurs. Explain the elements of the marketing concept. Explain the role of marketing in a private enterprise system. Describe ways in which consumers and businesses would be affected if marketing did not exist. Explain how marketing benefits our society.
Sample Activities	<p>Identify ways in which local businesses apply the marketing concept locally and abroad. Determine how this affects the businesses' customers. Write an article depicting your findings, and request that the school/local paper print the article.</p> <p>Keep a journal for one day to identify how marketing affects your life. Start the journal the moment that you wake up. Underline areas that are impacted by global marketing. Discuss your journal entries with the class.</p> <p>Locate an article about global marketing in the newspaper or on the Internet. Summarize the article, and present it to the class.</p> <p>Participate in a small-group activity to determine how a variety of marketing events would benefit the public. Appoint a group representative to present the group's responses to the class. Compare responses with those of classmates.</p> <p>Develop a list of ways that a school-based enterprise or a local business could apply the marketing concept. Write a one-page report of your recommendations and your rationale.</p> <p>Participate in a class debate about the positive or negative effects of marketing on society.</p>
Resources LAP	<p>Marketing Education Resource Center (1996). <i>Marketing</i> [Marketing and Business LAP 1]. Columbus, OH: Author.</p> <p>Marketing Education Resource Center (1996). <i>Marketing: Instructor copy</i> [Marketing and Business LAP 1]. Columbus, OH: Author.</p>

Textbooks

- Burrow, J., & Egglund, S. (1995). *Marketing foundations and functions* (pp. 8-11, 14-19, 22-23, 41, 56-66, 158-160, 163-164). Cincinnati: South-Western.
- Churchill, G.A., Jr., & Peter, J.P. (1995). *Marketing: Creating value for customers* (pp. 6-9, 20-24). Burr Ridge, IL: Irwin.
- Dlabay, L.R., & Scott, J.C. (1996). *Business in a global economy* (p. 189). Cincinnati: South-Western.
- Evans, J.R., & Berman, B. (1997). *Marketing* (7th ed.) [pp. 4-8, 11-12, 17-18]. Upper Saddle River, NJ: Prentice Hall.
- Everard, K.E., & Burrow, J.L. (1996). *Business principles and management* (10th ed.) [pp. 242-249]. Cincinnati: South-Western.
- Farese, L.S., Kimbrell, G., & Woloszyk, C.A. (1997). *Marketing essentials* (2nd ed.) [pp. 3-4, 14]. Mission Hills, CA: Glencoe/McGraw-Hill.
- Kotler, P., & Armstrong, G. (1997). *Marketing: An introduction* (4th ed.) [pp. 4, 10-13, 19-22]. Upper Saddle River, NJ: Prentice Hall.
- Mason, R.E., Rath, P.M., Husted, S.W., & Lynch, R.L. (1995). *Marketing practices and principles* (5th ed.) [pp. 5-9, 13]. New York: Glencoe/Macmillan/McGraw-Hill.
- Perreault, W.D., Jr., & McCarthy, E.J. (1997). *Essentials of marketing: A global-managerial approach* (7th ed.) [pp. 4-5, 6-8, 30-35]. Chicago: Irwin.

**Workbooks/
Manuals**

- Turner, J., & Bottoms Maio, G. (1995). *Marketing in a global economy* (pp. 20-21). Cincinnati: South-Western.

Video

- Meridian Education Corp. (Producer). [1997]. *Village books learns about marketing* [Videocassette]. Columbus, OH: Marketing Education Resource Center (Distributor).
- RMI Media Productions (Producer). [1995]. *Marketing* [Videocassette]. Columbus, OH: Marketing Education Resource Center (Distributor).
- RMI Media Productions (Producer). [1995]. *Marketing principles* [Videocassette]. Columbus, OH: Marketing Education Resource Center (Distributor).

**Software/
Online**

- Curriculum and Instructional Materials Center (Producer). [1999]. *Basic marketing practices and math skills* [Marketing and Business LAP 1: Presentation Software]. Marketing Education Resource Center (Distributor).
- Marketing Education Resource Center (1999). *Marketing* [Marketing and Business LAP 1: CD-ROM]. Columbus, OH: Author.
- Marketing Education Resource Center (1999). *Marketing* [Marketing and Business LAP 1: Presentation Software]. Columbus, OH: Author.

Topic	Fundamentals
Performance Indicator	Describe marketing functions and related activities (BA:004)
Level	Career-sustaining
SCANS	Information 5; Systems 15; Thinking Skills 12
Objectives	<ul style="list-style-type: none"> a. Define the following terms: distribution, financing, marketing-information management, pricing, product/service management, promotion, and selling. b. Explain the purposes of each of the marketing functions. c. Describe the importance of each of the marketing functions to marketing. d. Explain the interrelationships among the marketing functions.
Sample Activities	<p>Make a list of all of the products and services that you have used in the past 24 hours. Respond to the following questions:</p> <ul style="list-style-type: none"> a. How did you come to use these products/services? b. How did you find out about these products/services? c. Where did you obtain these products/services? d. How much did these products/services cost? <p>Read a series of scenarios that depict marketing functions. Identify and list the marketing functions contained in each scenario. Explain your choices to the class.</p> <p>Obtain publications (e.g., magazines, newspapers, trade journals, etc.) that contain pictures or articles about marketing. Create a booklet depicting each of the marketing functions. Give the booklet to your teacher for review.</p> <p>Participate in a small-group activity in which each group describes ways that your school utilizes marketing functions. Select a group representative to present the group's findings to the class.</p> <p>Participate on a team composed of seven classmates; each team member will research one of the marketing functions to determine how that function would enable the team to get a product of its choice from concept to consumer. Discuss the teams findings with the class.</p> <p>Participate on a team of three students to create a newsletter that describes each marketing function. Create the newsletter using a desktop publishing package, incorporating graphics depicting each function. Submit the newsletter to your marketing teacher, your language arts teacher, and a businessperson for feedback.</p>
Resources LAP	<p>Marketing Education Resource Center (1996). <i>Marketing functions</i> [Marketing and Business LAP 2]. Columbus, OH: Author.</p> <p>Marketing Education Resource Center (1996). <i>Marketing functions: Instructor copy</i> [Marketing and Business LAP 2]. Columbus, OH: Author.</p>

Textbooks

Burrow, J. & Egglund, S. (1995). *Marketing foundations and functions* (pp. 11-17, 140-144, 163-164). Cincinnati: South-Western.

Churchill, G.A., Jr., & Peter, J. Paul (1995). *Marketing: Creating value for customers* (pp. 15, 21-26, 410-411). Burr Ridge, IL: Irwin.

Evans, J.R., & Berman, B. (1997). *Marketing* (7th ed.) [pp. 18-21]. Upper Saddle River, NJ: Prentice Hall.

Everard, K.E., & Burrow, J.L. (1996). *Business principles and management* (10th ed.) [pp. 243-244]. Cincinnati: South-Western.

Farese, L.S., Kimbrell, G., & Woloszyk, C.A. (1997). *Marketing essentials* (2nd ed.) [pp. 4-6]. Mission Hills, CA: Glencoe/McGraw-Hill.

Kotler, P., & Armstrong, G. (1997). *Marketing: An introduction* (4th ed.) [pp. 14-15]. Upper Saddle River, NJ: Prentice Hall.

Mason, R.E., Rath, P.M., Husted, S.W., & Lynch, R.L. (1995). *Marketing practices and principles* (5th ed.) [pp. 47-48]. New York: Glencoe/Macmillan/McGraw-Hill.

Perreault, W.D., Jr., & McCarthy, E.J. (1997). *Essentials of marketing: A global-managerial approach* (7th ed.) [pp. 19-21]. Chicago: Irwin.

Wisner, B. (1996). *Applied marketing* (pp. 18-23). Upper Saddle River, NJ: Prentice Hall.

Zikmund, W.G., Middlemist, R.D., & Middlemist, M.R. (1995). *Business: The American challenge for global competitiveness* (pp. 296-297). Burr Ridge, IL: Irwin.

**Workbooks/
Manuals**

Turner, J., & Bottoms Maio, G. (1995). *Marketing in a global economy* (p. 21). Cincinnati: South-Western.

**Software/
Online**

Curriculum and Instructional Materials Center (Producer). [1999]. *Basic marketing practices and math skills* [Marketing and Business LAP 2: Presentation Software]. Marketing Education Resource Center (Distributor).

Topic	Fundamentals
Performance Indicator	Explain the nature and scope of purchasing (BA:005)
Level	Career-sustaining
SCANS	Resources 3; Information 5; Systems 15; Thinking Skills 12
Objectives	<ul style="list-style-type: none">a. Define the term purchasing.b. Identify activities involved in purchasing.c. Describe the importance of purchasing in the operation of a business.d. Discuss the purchasing process used by businesses to obtain materials, equipment, and supplies used in their operation.
Sample Activities	<p>Interview your employer to find out:</p> <ul style="list-style-type: none">a. The purchasing process used by the businessb. The responsibilities of the person in charge of purchasingc. The educational requirements for the purchasing positions in the company <p>Analyze a school-based enterprise to determine its purchasing activities.</p>
Resources	
Textbooks	Everard, K.E., & Burrow, J.L. (1996). <i>Business principles and management</i> (10 th ed.) [pp. 308-321]. Cincinnati: South-Western.
Video	Creative Educational Video (Producer). [1995]. <i>Buyers, markets, and marts</i> [Videocassette]. Columbus, OH: Marketing Education Resource Center (Distributor).

Topic	Fundamentals
Performance Indicator	Explain company buying/purchasing policies (BA:006)
Level	Specialist
SCANS	Information 5; Systems 15; Thinking Skills 12
Objectives	<ol style="list-style-type: none"> Explain how purchasing policies enable businesses to obtain the right materials or services in the right quantities at the right time from the right source at the right price. Explain the importance of company buying/purchasing policies. Identify who is responsible for setting purchasing policies. Describe types of company buying/purchasing policies.
Sample Activities	<p>Collaborate with a team member to analyze a school-based enterprise's buying/purchasing activities to identify needed buying/purchasing policies. Present your recommendations to the class.</p> <p>Talk with a business partner about the his/her company's buying/purchasing policies to find out what they are, why the company needed them, and how they impact staff and vendors.</p>
Resources Textbooks	<p>Burrow, J., & Egglund, S. (1995). <i>Marketing foundations and functions</i> (pp. 411-416). Cincinnati: South-Western Publishing Co.</p> <p>Everard, K.E., & Burrow, J.L. (1996). <i>Business principles and management</i> (10th ed.) [pp. 243, 308-312, 314-317]. Cincinnati: South-Western.</p> <p>Meyer, E.C., & Allen, K.R. (1994). <i>Entrepreneurship and small business management</i> (pp. 277-279). New York: Glencoe/Macmillan/McGraw-Hill.</p>

Topic	Fundamentals
Performance Indicator	Explain the nature of the buying process (BA:007)
Level	Specialist
SCANS	Resources 3; Information 5; Systems 15; Thinking Skills 12
Objectives	<ol style="list-style-type: none">Define the term buying process.Identify the steps in a buying process.Explain factors that indicate the need to make a buying decision.Explain the importance of the buying process to productivity.
Sample Activities	<p>Outline the buying process used to obtain products for a school-based enterprise. Identify ways the process could be improved. Discuss your responses with a small group of classmates.</p> <p>Interview the purchasing agent of a local company to determine the steps in buying the materials needed to operate the business. Discuss your findings with the class.</p>
Resources	
Textbooks	Evans, J.R., & Berman, B. (1997). <i>Marketing</i> (7 th ed.) [pp. 251-252, 665]. Upper Saddle River, NJ: Prentice Hall.
Video	CEV Multimedia (Producer). [1995]. <i>Buyers, markets, and marts</i> [Videocassette]. Columbus, OH: Marketing Education Resource Center (Distributor).
Software/ Online	Mentor Associates, Inc. (1999). <i>Follow their buying process instead of your selling process</i> [Online]. Available: http://www.saleslinks.com/majoraccounts02.html#1 [2000, March 30].

Topic	Fundamentals
Performance Indicator	Explain the nature of buyer reputation/vendor relationships (BA:008)
Level	Specialist
SCANS	Resources 3; Information 5; Interpersonal 13; Systems 15; Thinking Skills 12; Personal Qualities 17
Objectives	<ul style="list-style-type: none">a. Explain the importance of good buyer/vendor relationships.b. Identify barriers to good buyer/vendor relationships.c. Describe techniques for maintaining buyer/vendor relationships.
Sample Activities	<p>Given a series of scenarios about purchasing, identify actions that would result in positive relationships and those that would result in negative relationships. Discuss what actions should have been taken to prevent the negative situations.</p> <p>Given written descriptions of five vendors, determine which one should be chosen to supply the needed products. Discuss your responses with the class.</p>
Resources Software/ Online	<p>Partnering and Procurement Inc. (1998). <i>Relationship management</i> [Online]. Available: http://www.procurement.on.ca/reلمان.html [2000, March 31].</p> <p>Whiting, R. (1998). Kiss and make up. In <i>Software Magazine</i> (June) [Online]. Available: http://www.softwaremag.com/June98/sm068f1.htm [2000, March 31].</p>

Topic	Fundamentals
Performance Indicator	Conduct vendor search (BA:009)
Level	Specialist
SCANS	Information 5-7; Interpersonal 13; Systems 15; Technology 18; Basic Skills 1-2,5-6; Thinking Skills 12
Objectives	<ol style="list-style-type: none">Identify sources of vendors.Explain the use of technology in conducting vendor searches.Describe procedures for conducting vendor searches.Demonstrate procedures for conducting vendor searches.
Sample Activities	<p>Search the Internet to identify vendors that offer the materials needed for a school-based enterprise. Create a database of names, contact information, and perceived strengths/weaknesses. Print the list, and submit it to your teacher.</p> <p>Read the <i>Yellow Pages</i> to identify the names and contact information of local vendors that could provide materials needed for a school-based enterprise. Compile a listing of the information.</p>
Resources Textbooks	<p>Burrow, J., & Egglund, S. (1995). <i>Marketing foundations and functions</i> (pp. 417-418). Cincinnati: South-Western Publishing Co.</p> <p>Evans, J.R., & Berman, B. (1997). <i>Marketing</i> (7th ed.) [pp. 237-238]. Upper Saddle River, NJ: Prentice Hall.</p> <p>Farese, L.S., Kimbrell, G., & Woloszyk, C.A. (1997). <i>Marketing essentials</i> (2nd ed.) [pp. 347-348]. Mission Hills, CA: Glencoe/McGraw-Hill.</p>

Topic	Fundamentals
Performance Indicator	Explain the concept of production (BA:013)
Level	Career-sustaining
SCANS	Information 5; Systems 15; Basic Skills 1-2; Thinking Skills 12
Objectives	<ul style="list-style-type: none"> a. Define the following terms: production, operations, inputs, and outputs. b. Identify inputs used by organizations for production. c. Distinguish between tangible and intangible outputs. d. Describe the importance of production to an organization. e. Identify production activities. f. Explain the purposes of production activities. g. Describe goals of production activities.
Sample Activities	<p>Given a copy of the <i>Yellow Pages</i>, identify five businesses that produce tangible outputs and five that produce intangible outputs. Compare your list with those developed by members of your class.</p> <p>Identify products produced by local businesses.</p> <p>Given a handout of production activities, explain the purpose of each of the activities.</p>
Resources LAP	<p>Marketing Education Resource Center (2001). <i>The nature of production</i> [Business Administration LAP]. Columbus, OH: Author.</p> <p>Marketing Education Resource Center (2001). <i>The nature of production: Instructor copy</i> [Business Administration LAP]. Columbus, OH: Author.</p>
Textbooks	<p>Burrow, J., & Egglund, S. (1995). <i>Marketing foundations and functions</i> (p. 39). Cincinnati: South-Western.</p> <p>Dlabay, L.R., & Scott, J.C. (1996). <i>Business in a global economy</i> (pp. 359-361, 363-365). Cincinnati: South-Western.</p> <p>Everard, K.E., & Burrow, J.L. (1996). <i>Business principles and management</i> (10th ed.) [pp. 5, 269-271]. Cincinnati: South-Western.</p> <p>Farese, L.S., Kimbrell, G., & Woloszyk, C.A. (1997). <i>Marketing essentials</i> (2nd ed.) [p. 61]. Mission Hills, CA: Glencoe/McGraw-Hill.</p> <p>Mason, R.E., Rath, P.M., Husted, S.W., & Lynch, R.L. (1995). <i>Marketing practices and principles</i> (5th ed.) [p. 18]. New York: Glencoe/Macmillan/McGraw-Hill.</p> <p>Perreault, W.D., Jr., & McCarthy, E.J. (1997). <i>Essentials of marketing: A global-managerial approach</i> (7th ed.) [p. 5]. Chicago: Irwin.</p> <p>Zikmund, W.G., Middlemist, R.D., & Middlemist, M.R. (1995). <i>Business: The American challenge for global competitiveness</i> (pp. 188-190). Burr Ridge, IL: Irwin.</p>
Workbooks/ Manuals	Hutt, R.W., & Stull, W.A. (1992). <i>Marketing: An introduction</i> (2 nd ed.) [p. 30]. Cincinnati: South-Western.

Topic	Fundamentals
Performance Indicator	Explain the concept of accounting (BA:014)
Level	Career-sustaining
SCANS	Information 5-6; Systems 15; Basic Skills 1-3; Thinking Skills 12
Objectives	<ul style="list-style-type: none"> a. Define the following terms: accounting, accounting system, cash accounting method, accrual accounting method, income statement, and balance sheet. b. Identify purposes of accounting. c. Explain who uses accounting data. d. Describe requirements that an accounting system should fulfill. e. Differentiate between cash accounting method and accrual accounting. f. Explain the steps of the accounting process. g. Describe information presented in a balance sheet. h. Discuss information presented in an income statement.
Sample Activities	<p>Examine the accounting activities performed for a school-based enterprise. Determine why each of the activities is performed. Discuss your observations with a small group of classmates.</p> <p>Explain the purposes of each of the accounting activities identified on a handout provided by your teacher.</p> <p>Listen to a guest speaker's discussion of the importance of the accounting function to business operations. Make a list of the benefits presented by the speaker.</p>
Resources LAP	<p>Marketing Education Resource Center (1996). <i>The nature of accounting</i> [Marketing and Business LAP 9]. Columbus, OH: Author.</p> <p>Marketing Education Resource Center (1996). <i>Nature of accounting: Instructor copy</i> [Marketing and Business LAP 9]. Columbus, OH: Author.</p>
Textbooks	<p>Burrow, J., & Egglund, S. (1995). <i>Marketing foundations and functions</i> (p. 40). Cincinnati: South-Western.</p> <p>Everard, K.E., & Burrow, J.L. (1996). <i>Business principles and management</i> (10th ed.) [pp. 391-400]. Cincinnati: South-Western.</p> <p>Farese, L.S., Kimbrell, G., & Woloszyk, C.A. (1997). <i>Marketing essentials</i> (2nd ed.) [pp. 62, 533-539]. Mission Hills, CA: Glencoe/McGraw-Hill.</p> <p>Mason, R.E., Rath, P.M., Husted, S.W., & Lynch, R.L. (1995). <i>Marketing practices and principles</i> (5th ed.) [pp. 511, 513-515]. New York: Glencoe/Macmillan/McGraw-Hill.</p> <p>Zikmund, W.G., Middlemist, R.D., & Middlemist, M.R. (1995). <i>Business: The American challenge for global competitiveness</i> (pp. 426-438). Burr Ridge, IL: Irwin.</p>
Workbooks/ Manuals	Jacquet, J.L., & Miller, W.C., Jr. (1992). <i>The accounting cycle: A primer for nonfinancial managers</i> (pp. 3-18). Columbus, OH: Marketing Education Resource Center (Distributor).

Video

RMI Media Productions (Producer). [1995]. *Accounting* [Videocassette]. Columbus, OH: Marketing Education Resource Center (Distributor).

**Software/
Online**

Marketing Education Resource Center (1999). *Nature of accounting* [Marketing and Business LAP 9: Presentation Software]. Columbus, OH: Author.

Topic	Fundamentals
Performance Indicator	Calculate net sales (BA:015)
Level	Specialist
SCANS	Information 5-7; Systems 15; Basic Skills 1-3; Thinking Skills 12
Objectives	<ol style="list-style-type: none"> Define the following terms: gross sales, discounts, returns, allowances, and net sales. Identify the components of net sales. Explain the significance of net sales. Outline steps for calculating net sales. Explain how businesses use the net sales figure. Given sales figures, calculate net sales accurately.
Sample Activities	<p>Calculate the net sales of a school-based enterprise. Compare your response with those of classmates.</p> <p>Given a handout of business situations containing gross sales, returns, and allowances, calculate net sales. Compare your responses with those of classmates.</p> <p>Compute the net sales for the following situation: Gross sales for The Plaid Pad were \$10,246.25. The store had sales returns of \$123.50 and sales discounts of \$429.00.</p> <p>Compute the net sales for the following situation: The Book Market had gross sales of \$8,623 and gave allowances of \$84 on damaged books.</p>
Resources	
Textbooks	<p>Bailey, L.J. (1997). <i>Working: Learning a living</i> (2nd ed.) [pp. 211-216]. Cincinnati: South-Western.</p> <p>Churchill, G.A., Jr., & Peter, J.P. (1995). <i>Marketing: Creating value for customers</i> (pp. 643-647). Burr Ridge, IL: Irwin.</p> <p>Farese, L.S., Kimbrell, G., & Woloszyk, C.A. (1997). <i>Marketing essentials</i> (2nd ed.) [p. 383]. Mission Hills, CA: Glencoe/McGraw-Hill.</p>
Software/ Online	<p>Brannen, W.H. (1997). <i>Can your marketing students solve the banana problem? Can you?</i> [Online]. Available: http://www.swcollege.com/mm/gitm/gitm30-2.html [2000, June 8].</p>

Topic	Fundamentals
Performance Indicator	Describe the nature of cash flow statements (BA:016)
Level	Specialist
SCANS	Resources 2; Information 5-7; Systems 15; Basic Skills 1-3; Thinking Skills 12
Objectives	<ul style="list-style-type: none"> a. Define the terms cash flow and cash flow statement. b. Describe importance of adequate cash flow to business success. c. Identify sources of cash that flow into a business. d. Cite examples of sources of cash that flow out of a business. e. Explain how cash flow statements tell when, where, and how much money will flow into and out of a business. f. Distinguish between how new and established businesses estimate their cash flow figures. g. Describe the components of a cash flow statement. h. Explain how cash flow is calculated.
Sample Activities	<p>Participate in a game of <i>Monopoly</i>. Make a list of all of the monies that flowed into and out of your hands and why. Explain how the game of <i>Monopoly</i> provides a lesson about cash flow.</p> <p>Contact a business in your community, and ask to speak to the business manager. Set up a convenient time to meet with her/him to discuss the type of information found on the business's Cash Flow Statement. Prepare a list of appropriate questions to ask, and conduct the interview at the specified time. Discuss your findings with the class.</p> <p>Imagine that you are planning to open a business entitled <i>Consider It Done</i> to earn some extra money over the upcoming summer break. You will run errands for a reasonable fee. Your parents have offered to loan you \$250 for start-up costs. Using this information, make a list of your business's income and potential expenses. Share your information with a classmate.</p>
Resources LAP	<p>Marketing Education Resource Center (1999). <i>Cash flow</i> [Management LAP 60]. Columbus, OH: Author.</p> <p>Marketing Education Resource Center (1999). <i>Cash flow: Instructor copy</i> [Management LAP 60]. Columbus, OH: Author.</p>
Textbooks	<p>Megginson, W.L., Byrd, M.J., Scott, C.R., & Megginson, L.C. (1994). <i>Small business management: An entrepreneur's guide to success</i> (pp. 389-393). Burr Ridge, IL: Irwin.</p> <p>Meyer, E.C., & Allen, K.R. (1994). <i>Entrepreneurship and small business management</i> (pp. 243, 248, 252-253, 260, 303, 308, 310-313, 357). New York: Glencoe/Macmillan/McGraw-Hill.</p>

**Software/
Online**

- Barnard, F.L. (No date). The projected cash-flow statement. In Purdue University Extension Service *Agricultural Economics* [Online]. Available: <http://www.agcom.purdue.edu/AgCom/Pubs/EC/EC-616.html> [2000, March 31].
- Edward Lowe Foundation (1996). *Financial management: How to... prepare a cash-flow statement* [Online]. Available: <http://edge.lowe.org/resource/document/htmldocs/6332.htm> [2000, March 31].
- Marketing Education Resource Center (1999). *Cash flow* [Management LAP 60: Presentation Software]. Columbus, OH: Author.
- Marketing Education Resource Center (2000). *Cash flow* [Management LAP 60: CD-ROM]. Columbus, OH: Author.

Topic	Fundamentals
Performance Indicator	Explain the nature of balance sheets (BA:018)
Level	Specialist
SCANS	Resources 2; Information 5-7; Systems 15; Basic Skills 1-3; Thinking Skills 12
Objectives	<ul style="list-style-type: none"> a. Define the terms balance sheet, assets, accounts receivable, depreciation, liabilities, accounts payable, net worth, and accounting equation. b. Explain why a balance sheet is considered a snapshot of a business's financial condition. c. Discuss the preparation of a balance sheet as it relates to that of a profit-and-loss statement. d. Describe the components of a balance sheet. e. Identify types of assets. f. Categorize examples of assets as current or fixed. g. Identify types of liabilities. h. Categorize examples of liabilities as current or long-term. i. Explain ways that a business can use its balance sheet.
Sample Activities	<p>Given the balance sheets of several businesses, compare their components to identify similarities and differences. Discuss reasons for the differences.</p> <p>Categorize examples of assets and liabilities contained in a handout provided by your instructor. Discuss your responses with the class.</p>
Resources Textbooks	<p>Eggland, S.A., Dlabay, L.R., Burrow, J.L., & Ristau, R.A. (2000). <i>Intro to business</i> (4th ed.) [pp. 188, 577-578]. Cincinnati: South-Western Educational Publishing.</p> <p>Greene, C.L. (2000). <i>Entrepreneurship: Ideas in action</i> (pp. 142-144, 244). Cincinnati: South-Western.</p> <p>Farese, L.S., Kimbrell, G., & Woloszyk, C.A. (1997). <i>Marketing essentials</i> (2nd ed.) [pp. 538-539]. Mission Hills, CA: Glencoe/McGraw-Hill.</p> <p>Longenecker, J.G., Moore, C.W., & Petty, J.W. (2000). <i>Small business management: An entrepreneurial emphasis</i> (11th ed.) [pp. 211-213]. Cincinnati: South-Western.</p>
Workbooks/ Manuals	<p>Hutt, R.W. (1994). <i>Entrepreneurship: Starting your own business</i> (pp. 190-192). Cincinnati: South-Western.</p> <p>Tracy, J.A. (1994). <i>How to read a financial report: Wringing vital signs out of the numbers</i> (4th ed.) [pp. 12-14]. Toronto: John Wiley & Sons.</p>

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BusinessTown.com (No date). *Balance sheets* [Online]. Available:
<http://www.businesstown.com/accounting/basic-sheets.asp> [2000,
June 6].

CCH Inc. (No date). *Balance sheets* [Online]. Available:
http://www.toolkit.cch.com/text/p06_7035.asp [2000, June 6].

United States Small Business Administration Women's Online Business
Center (No date). *Using navigation aids: The balance sheet* [Online].
Available: http://www.onlinewbc.org/docs/finance/fs_balsheet1.html
[2000, June 6].

Topic	Fundamentals
Performance Indicator	Describe the nature of profit-and-loss statements (BA:020)
Level	Specialist
SCANS	Resources 2; Information 5-7; Systems 15; Basic Skills 1-3; Thinking Skills 12
Objectives	<ol style="list-style-type: none"> Define the terms: profit-and-loss statement, revenue, cost of goods sold, gross profit, operating expenses, and net income. Explain the purpose of a profit-and-loss statement. Identify other names by which a profit-and-loss statement is known. Describe the categories of components on a profit-and-loss statement. Explain why a profit-and-loss statement is cumulative. Describe how financial ratios are determined. Explain how financial ratios calculated from the profit-and-loss statement are used in business decision making. Explain who analyzes the information found in profit-and-loss statements.
Sample Activities	<p>Assume that you are the chairman of the board of a major company and that you have been asked to present the company's profit-and-loss statement to its stockholders at its annual meeting. To help stockholders understand the profit-and-loss statement's importance, you identify ways that stockholders can use the statement. Prepare an outline of your presentation.</p> <p>To help coworkers better understand profit-and-loss statements, prepare a list of ways that the statements are important.</p> <p>Imagine that your business is expanding, and you are required to prepare a profit-and-loss statement to accompany your request to a lending institution. Write a letter to the lending institution requesting a loan and indicating the information that will be found in your business's profit-and-loss statement.</p> <p>Assume that as a corporate executive you instruct your newest employee in the preparation of the company's profit-and-loss statement. Prepare a memo describing its components for the new employee.</p>
Resources LAP	<p>Marketing Education Resource Center (1999). <i>Profit-and-loss statements</i> [Management LAP 61]. Columbus, OH: Author.</p> <p>Marketing Education Resource Center (1999). <i>Profit-and-loss statements: Instructor copy</i> [Management LAP 61]. Columbus, OH: Author.</p>
Textbooks	<p>Meyer, E.C., & Allen, K.R. (1994). <i>Entrepreneurship and small business management</i> (pp. 56-57, 303-308). New York: Glencoe/Macmillan/McGraw-Hill.</p> <p>Lamb, C.W., Jr., Hair, J.F., Jr., & McDaniel, C. (1994). <i>Principles of marketing</i> (2nd ed.) [pp. 770-772]. Cincinnati: South-Western Publishing Co.</p>

**Software/
Online**

Edward Lowe Foundation (2000). Profit and loss statement. In *Entrepreneur's toolbox* [Online]. Available:
<http://edge.lowe.org/interact/toolbox/pnlws.htm> [2000, April 3].

Marketing Education Resource Center (1999). *Profit-and-loss statements* [Management LAP 61: Presentation Software]. Columbus, OH: Author.

Marketing Education Resource Center (2000). *Profit-and-loss statements* [Management LAP 61: CD-ROM]. Columbus, OH: Author.

Topic	Fundamentals
Performance Indicator	Explain the concept of management (BA:022)
Level	Career-sustaining
SCANS	Information 5; Systems 15; Basic Skills 1-2; Thinking Skills 12
Objectives	<ol style="list-style-type: none"> Define the following terms: management, planning, organizing, staffing, directing, and controlling. Explain the role of managers in business organizations. Describe the categories of resources managed by businesses. Explain the responsibilities of each level of management. Identify management functions. Describe the purposes of management functions.
Sample Activities	<p>Keep a record for one day of the types of management activities encountered at local businesses. Categorize the activities according to the management function represented. State the effect of the activities on the businesses and their employees: positive, negative, no effect. Discuss your responses with the class.</p> <p>Given a list of management activities by your teacher, determine what level of management would be responsible for performing each activity. Discuss your responses with the class.</p> <p>Interview a business partner to find out what levels of management are used in the person's company and what are the responsibilities of managers at each of the levels. Prepare a visual depicting the findings, and discuss it with the class.</p> <p>Analyze a business to identify individuals at each level of management. Determine what activities they perform that relate to each of the management functions. Write a brief paper describing your observations.</p> <p>Analyze a school-based enterprise to determine how to improve its management. Discuss your analysis with a small group of students. Working as a group, create a list of the top three ideas for improving management. Share the group's list with the class.</p>
Resources LAP	<p>Marketing Education Resource Center (1995). <i>Nature of management</i> [Marketing and Business LAP 8]. Columbus, OH: Author.</p> <p>Marketing Education Resource Center (1995). <i>Nature of management: Instructor copy</i> [Marketing and Business LAP 8]. Columbus, OH: Author.</p>

Textbooks

- Burrow, J., & Egglund, S. (1995). *Marketing foundations and functions* (pp. 40-41). Cincinnati: South-Western.
- Dlabay, L.R., & Scott, J.C. (1996). *Business in a global economy* (pp. 212-214, 218-220). Cincinnati: South-Western.
- Everard, K.E., & Burrow, J.L. (1996). *Business principles and management* (10th ed.) [pp. 56, 595-604]. Cincinnati: South-Western.
- Farese, L.S., Kimbrell, G., & Woloszyk, C.A. (1997). *Marketing essentials* (2nd ed.) [pp. 164-166]. Mission Hills, CA: Glencoe/McGraw-Hill.
- Gatewood, R.D., Taylor, R.R., & Ferrell, O.C. (1995). *Management: Comprehension, analysis, and application* (pp. 4-8, 13-18). Chicago: Irwin.
- Mason, R.E., Rath, P.M., Husted, S.W., & Lynch, R.L. (1995). *Marketing practices and principles* (5th ed.) [pp. 454-457]. New York: Glencoe/Macmillan/McGraw-Hill.
- Rue, L.W., & Byars, L.L. (1995). *Management: Skills and application* (7th ed.) [pp. 4-10]. Chicago: Irwin.
- Zikmund, W.G., Middlemist, R.D., & Middlemist, M.R. (1995). *Business: The American challenge for global competitiveness* (pp. 140-153). Burr Ridge, IL: Irwin.

Video

- RMI Media Productions (Producer). [1995]. *Essence of management* [Videocassette]. Columbus, OH: Marketing Education Resource Center (Distributor).
- RMI Media Productions (Producer). [1995]. *Function of management* [Videocassette]. Columbus, OH: Marketing Education Resource Center (Distributor).
- RMI Media Productions (Producer). [1995]. *Management* [Videocassette]. Columbus, OH: Marketing Education Resource Center (Distributor).

**Software/
Online**

- Curriculum and Instructional Materials Center (Producer). [1999]. *Marketing, business basics and economics* [Marketing and Business LAP 8: Presentation Software]. Marketing Education Resource Center (Distributor).
- Rey, F.J. (No date). *Management 101* [Online]. Available: <http://management.about.com/smallbusiness/management/library/weekly/aa042800.htm> [2000, May 30].

Topic	Fundamentals
Performance Indicator	Describe the nature of business records (BA:023)
Level	Specialist
SCANS	Information 5-7; Systems 15; Basic Skills 1-2; Thinking Skills 12
Objectives	<ol style="list-style-type: none"> Define the following terms: record, record keeping, personnel records, administrative records, promotional records, financial records, inventory records, and legal records. Identify factors that affect the types of records kept by businesses. Describe methods for keeping records. Explain the phases of a record-keeping process. Identify reasons for keeping records. Explain the types of records.
Sample Activities	<p>Imagine that your friend John expects to open Physical Fun, a health gym for teens. He has his start-up plan but has not set up a record-keeping system. He says that his business will be so small that he will not need to keep formal records for a while. Explain to one of your classmates the reasons why business records will be important to John's business.</p> <p>Talk with a representative of the Small Business Administration or a local accountant to identify the reasons for business record keeping. Write a paragraph reporting your findings.</p> <p>Participate in a brainstorming session with your class to generate a list of possible consequences associated with not keeping good business records.</p> <p>Talk with an accountant who can explain some of the problems encountered by businesses as a result of poor record keeping. Report orally to the class.</p>
Resources	
LAP	<p>Marketing Education Resource Center (1999). <i>Business records</i> [Management LAP 58]. Columbus, OH: Author.</p> <p>Marketing Education Resource Center (1999). <i>Business records: Instructor copy</i> [Management LAP 58]. Columbus, OH: Author.</p>
Textbooks	<p>Eisen, P.J. (1994). <i>Accounting</i> (3rd ed.) [pp. 46-52, 57-59]. Hauppauge, NY: Barron's Educational Series, Inc.</p> <p>Kimbrell, G., & Vineyard, B.S. (1998). <i>Succeeding in the world of work: Teacher's manual</i> (6th ed.) [pp. 402-403]. Westerville, OH: Glencoe/Macmillan/McGraw-Hill.</p>

**Workbooks/
Manuals**

- Cordano, P.A. (1991). *Record keeping in small business. (Financial management series)* [pp. 1-4, 7-11]. United States Small Business Administration
- Skupsky, D.S. (1994). *Recordkeeping requirements: The first practical guide to help you control your records: What you need to keep and what you can safely destroy!* (pp. 3-4). Denver: Information Requirements Clearinghouse.
- Tracy, J.A. (1997). *Accounting for dummies*. Foster City, CA: IDG Books Worldwide.
- United States Small Business Administration (1996). *The facts about the importance of good record keeping FS0063*. Author.

**Software/
Online**

- AllBusiness.com (No date). *Record keeping for startup and growing businesses* [Online]. Available:
<http://www.allbusiness.com/cmt/Information/howto/177.asp?abdept=9893> [2000, May 30].
- CCH Inc. (No date). *Importance of good records* [Online]. Available:
http://www.toolkit.cch.com/text/p06_1100.asp [2000, May 30].
- Gessaman, P.H. (1996). *Setting up your own business: Records and bookkeeping*. Available:
<http://www.ianr.unl.edu/pubs/consumered/nf276.htm> [2000, April 1].
- Management Assistance Program for Nonprofits (1999). *Personnel records* [Online]. Available:
http://www.mapnp.org/library/policies/prsn_rec/prsn_rec.htm [2000, April 3].
- Marketing Education Resource Center (1999). *Business records* [Management LAP 58: Presentation Software]. Columbus, OH: Author.
- Marketing Education Resource Center (2000). *Business records* [Management LAP 58: CD-ROM]. Columbus, OH: Author.
- United States Small Business Administration (No date). *Recordkeeping*. Available: <http://www.sba.gov/SCORE/ca/invsirec.html> [2000, April 1].

Topic	Fundamentals
Performance Indicator	Describe the nature of budgets (BA:024)
Level	Specialist
SCANS	Resources 2; Information 5-7; Systems 15; Basic Skills 1-3; Thinking Skills 12
Objectives	<ol style="list-style-type: none"> Define the term budgets. Explain why budgets are about money. Describe how budgets are financial maps. Identify reasons that budgets are management tools. Explain the importance of budgets to business success. Identify ways that businesses can create budgets. Distinguish between general and specialized budgets. Describe characteristics of a successful budget.
Sample Activities	<p>Make a list of all of the ways that you typically receive and spend money in a month. Use that information to develop a budget for the upcoming month, and try to stay within your budget. Evaluate the budget at the end of the month to determine if you were able to control your expenses, and submit a revised budget to your teacher.</p> <p>Contact a business in your community to obtain the name of the person responsible for preparing the business's budgets. Set up a convenient time to meet with him/her to discuss the characteristics of a successful budget, the types of budgets developed by the business, and methods used to create the budgets. Share your findings with the class.</p> <p>Contact your city's administrative offices to find out where you can obtain a copy of its annual budget. Review the budget, and write a one-page summary explaining how the city receives and spends money throughout the year. Submit your summary to the teacher.</p> <p>Access The United States' Office of Management and Budget web site at http://www.gpo.gov/usbudget/index.html. Use the information found in the links to <i>A Citizen's Guide to the Federal Budget</i> and/or the federal budget for the current fiscal year to answer the following questions:</p> <ol style="list-style-type: none"> What is the federal budget? Where does the money come from (revenue)? Where does the money go (spending)? How does the government create a budget?
Resources LAP	<p>Marketing Education Resource Center (1999). <i>Nature of budgets</i> [Management LAP 59]. Columbus, OH: Author.</p> <p>Marketing Education Resource Center (1999). <i>Nature of budgets: Instructor copy</i> [Management LAP 59]. Columbus, OH: Author.</p>

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Everard, K.E., & Burrow, J.L. (1996). *Business principles and management* (10th ed.) [pp. 378-384, 456, 639, 670]. Cincinnati: South-Western.

Mason, R.E., Rath, P.M., Husted, S.W., & Lynch, R.L. (1995). *Marketing: Practices and principles* (5th ed.) [pp. p.517]. New York: Glencoe/Macmillan/McGraw-Hill.

Megginson, W.L., Byrd, M.J., Scott, C.R., & Megginson, L.C. (1994). *Small business management: An entrepreneur's guide to success* (pp. 388-390). Burr Ridge, IL: Irwin.

Meyer, E.C., & Allen, K.R. (1994). *Entrepreneurship and small business management* (p. 309). New York: Glencoe/Macmillan/McGraw-Hill.

**Workbooks/
Manuals**

Bangs, D.H., Jr. (1998). *The business planning guide* (8th ed.) [pp. 30-31]. Columbus, OH: Marketing Education Resource Center (Distributor).

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Online**

Marketing Education Resource Center (1999). *Nature of budgets* [Management LAP 59: Presentation Software]. Columbus, OH: Author.

Marketing Education Resource Center (2000). *Nature of budgets* [Management LAP 59: CD-ROM]. Columbus, OH: Author.

Topic	Fundamentals
Performance Indicator	Describe crucial components of a quality culture (BA:025)
Level	Specialist
SCANS	Information 5; Systems 15; Basic Skills 1-2,5-6; Thinking Skills 8,12; Personal Qualities 13
Objectives	<ol style="list-style-type: none"> Define the terms quality and continuous improvement. Discuss the role of the customer in a quality culture. Identify ways in which quality can affect a business. Explain reasons that businesses focus on quality strategies. Discuss barriers to the adoption of a quality focus. Explain the importance of continuous improvement to businesses. Describe strategies that employees can use to implement continuous improvement
Sample Activities	<p>Interview two businesses in a similar industry to obtain information about the strategies used to ensure quality. Create a Venn diagram depicting the similarities and differences between the two businesses, and share it with the class.</p> <p>Visit a business that offers customers the ability to answer a survey about the type of service they received. Fill out the survey based on your own experience with the business, and determine what your responses will mean to the business. Mail your survey, and share any feedback you obtain from the business with the class.</p> <p>Obtain a copy of a business's mission/policy statement(s), and analyze what is said about quality. Determine what effect the statement(s) have on employee performance and customer satisfaction, and share your conclusions with a classmate.</p>
Resources Textbooks	<p>Certo, S.C. (1994). <i>Supervision: Quality and diversity through leadership</i> (pp. 130-135). Burr Ridge, IL: Irwin.</p> <p>Certo, S.C. (1995). <i>Human relations today: Concepts and skills</i> (pp. 26-38). Burr Ridge, IL: Irwin.</p> <p>Everard, K.E., & Burrow, J.L. (1996). <i>Business principles and management</i> (10th ed.) [p. 9]. Cincinnati: South-Western.</p> <p>Kimbrell, G., & Vineyard, B.S. (1998). <i>Succeeding in the world of work: Teacher's manual</i> (6th ed.) [pp. 282-283, 318]. Westerville, OH: Glencoe/Macmillan/McGraw-Hill.</p> <p>Rue, L.W., & Byars, L.L. (1995). <i>Management skills and application</i> (7th ed.) [pp. 522, 527]. Chicago: Irwin.</p> <p>Wray, R.D., Luft, R.L., & Highland, P.J. (1996). <i>Fundamentals of human relations: Applications for life and work</i> (pp. 398-441, 437-439). Cincinnati: South-Western.</p>

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- Bacal & Associates (1999). *The total quality management free article library* [Online]. Available: <http://www.work911.com/tqmarticles.htm> [2000, April 3].
- Dean, E.B. (1995). *Total quality management from the perspective of competitive advantage* [Online]. Available: <http://akao.larc.nasa.gov/dfc/tqm.html> [2000, April 3].

Topic	Fundamentals
Performance Indicator	Explain types of business ownership (BA:028)
Level	Career-sustaining
SCANS	Resources 2-3; Information 5-7; Interpersonal 12; Systems 15; Basic Skills 1-2,5-6; Thinking Skills 8,12; Personal Qualities 13
Objectives	<ol style="list-style-type: none"> Define the following terms: sole proprietorship, partnership, corporation, merger, consolidation, expansion, franchise, limited-liability company, product trade-name franchise, and business-format franchise. List two types of businesses that would probably use a sole proprietorship form of ownership. Cite the purposes of forming a partnership. List two types of partnership arrangements. Describe the process for forming a corporation. Describe three forms of corporations. Explain three ways in which corporations grow. Describe the advantages and disadvantages of sole proprietorships. Describe the advantages and disadvantages of partnerships. Discuss the advantages and disadvantages of corporations. Describe the importance of franchises in our society. Explain factors which affect the choice of ownership form.
Sample Activities	<p>Identify the form of ownership used by five local businesses. In a small-group discussion, generate a list of reasons that the owners would have chosen those forms of ownership.</p> <p>Conduct a library or Internet search for current articles related to the advantages and disadvantages of various forms of business ownership. Develop a synopsis of the major characteristics to consider in selecting a form of business ownership.</p> <p>Listen to an attorney's presentation about considerations in choosing a form of business ownership. Ask questions which probe for additional information about the differing circumstances leading to choice of ownership.</p> <p>Research the major requirements in your state for establishing a corporation. Discuss personal barriers to forming a corporation, and identify ways of overcoming those barriers.</p>
Resources LAP	<p>Marketing Education Resource Center (1998). <i>Business ownership</i> [Marketing and Business LAP 7]. Columbus, OH: Author.</p> <p>Marketing Education Resource Center (1998). <i>Business ownership: Instructor copy</i> [Marketing and Business LAP 7]. Columbus, OH: Author.</p>

Textbooks

- Bailey, L.J. (1997). *Working: Learning a living* (2nd ed.) [p. 277]. Cincinnati: South-Western.
- Clayton, G.E. (1995). *Economics: Principles and practices* (pp. 54-67). New York: Glencoe/McGraw-Hill.
- Dlabay, L.R., & Scott, J.C. (1996). *Business in a global economy* (pp. 94-101). Cincinnati: South-Western.
- Everard, K.E., & Burrow, J.L. (1996). *Business principles and management* (10th ed.) [pp. 16-18, 111-123, 130-146]. Cincinnati: South-Western.
- Farese, L.S., Kimbrell, G., & Woloszyk, C.A. (1997). *Marketing essentials* (2nd ed.) [pp. 493-497]. Mission Hills, CA: Glencoe/McGraw-Hill.
- Mason, R.E., Rath, P.M., Husted, S.W., & Lynch, R.L. (1995). *Marketing practices and principles* (5th ed.) [pp. 31-32]. New York: Glencoe/Macmillan/McGraw-Hill.
- Miller, R.L. (1995). *Economics: Today & tomorrow* (pp. 213-217, 219-223). New York: Glencoe/Macmillan/McGraw-Hill.
- Zikmund, W.G., Middlemist, R.D., & Middlemist, M.R. (1995). *Business: The American challenge for global competitiveness* (pp. 64-81, 129-131). Burr Ridge, IL: Irwin.

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Manuals**

- Dearborn (Producer) [2000]. *Steps to small business start-up* (pp. 63-72). Columbus, OH: Marketing Education Resource Center (Distributor).
- Gumpert, D.E. (1996). *How to really start your own business* (pp. 114-127). Columbus, OH: Marketing Education Resource Center (Distributor).
- Junior Achievement Inc. (1993). *Applied economics* (4th ed.) [pp. 58-61, 101-102]. Colorado Springs: Author.

Video

- RMI Media Productions (Producer). [1995]. *Forms of business ownership* [Videocassette]. Columbus, OH: Marketing Education Resource Center (Distributor).

**Software/
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- BankBoston (No date). *Determine your company's legal structure* [Online]. Available: <http://204.183.94.19/bankboston/legals~1.asp> [2000, May 30].
- Center for Entrepreneurial Leadership (No date). *CELCEE* [Online]. Available: <http://www.celcee.edu> [1998, May 20].
- Curriculum and Instructional Materials Center (Producer). [1999]. *Marketing, business basics and economics* [Marketing and Business LAP 7: Presentation Software]. Marketing Education Resource Center (Distributor).
- Khera Communications, Inc. (No date). *Morebusiness.com web page* [Online]. Available: <http://www.morebusiness.com> [2000, June 8].
- Marketing Education Resource Center (1999). *Business ownership* [Marketing and Business LAP 7: CD-ROM]. Columbus, OH: Author.
- Marketing Education Resource Center (1999). *Business ownership* [Marketing and Business LAP 7: Presentation Software]. Columbus, OH: Author.

Topic	Fundamentals
Performance Indicator	Describe current business trends (BA:029)
Level	Specialist
SCANS	Information 5-7; Systems 15; Basic Skills 1-2,5-6; Thinking Skills 7,12
Objectives	<ol style="list-style-type: none"> Define the term business trends. Identify current business trends. Describe the impact of current business trends on business. Explain the importance to business of identifying business trends.
Sample Activities	<p>Using the Internet, research trends that are affecting one of the following: advertising, distribution, marketing research, pricing, product/service management, promotion, or selling. Write a short paper identifying the trends and explaining how they will affect business. Present your report to the class.</p> <p>Read a handout containing excerpts from a Faith Popcorn book, e.g., <i>Clicking</i>. Brainstorm ways that the trends cited could affect marketing.</p> <p>Listen to local businesspeople discuss the impact that current business trends are having on their businesses. Identify the trends mentioned.</p> <p>Select a business trend, and identify a business start-up that could be opened in your community to tap into that trend. Discuss your ideas with the class.</p> <p>Identify trends and future applications of technology which would provide a new business opportunity or a competitive edge for an existing business.</p>
Resources	
Textbooks	<p>Burrow, J., & Egglund, S. (1995). <i>Marketing foundations and functions</i> (pp. 736-739). Cincinnati: South-Western.</p> <p>Churchill, G.A., Jr., & Peter, J.P. (1995). <i>Marketing: Creating value for customers</i> (pp. 516-518, 526) Burr Ridge, IL: Irwin.</p> <p>Perreault, W.D., Jr., & McCarthy, E.J. (1997). <i>Essentials of marketing: A global-managerial approach</i> (7th ed.) [pp. 478-483]. Chicago: Irwin.</p>
Software/ Online	<p>Intertec Publishing (No date). <i>American Demographics Magazine</i> [Online]. Available: http://www.demographics.com [2000, June 13].</p>

Topic	Technological Tools
Performance Indicator	Identify ways that technology impacts business (BA:030)
Level	Career-sustaining
SCANS	Information 5-7; Systems 15; Technology 18; Basic Skills 1-2,5-6; Thinking Skills 12
Objectives	<ul style="list-style-type: none"> a. Identify types of technology affecting business. b. Describe ways that businesses use technology. c. Explain ways that business has changed due to technological innovation. d. Explain ways that information obtained from technology can be used by business.
Sample Activities	<p>Analyze the work you do at your place of employment. Identify and list the ways that technology has impacted your work. Create a visual to depict that impact.</p> <p>Conduct Internet or media-center research to determine ways that technology impacts business. Write a summary of your findings, and submit it to your teacher.</p> <p>Conduct Internet research to identify one new technological advance that will have a significant impact on business. Discuss your research findings with the class.</p> <p>Shadow a businessperson at work for a day. Identify as many ways as possible that technology has impacted that business. Look for additional ways that technology could be utilized at the business. Discuss your observations with the class.</p> <p>Survey local businesses to identify technology currently being used. In small groups, brainstorm ways that new technology can improve efficiency of local businesses. Present the group's ideas to the class.</p>
Resources Textbooks	<p>Burrow, J., & Egglund, S. (1995). <i>Marketing foundations and functions</i> (pp. 472-473, 732-733, 735-736). Cincinnati: South-Western.</p> <p>Churchill, G.A., Jr., & Peter, J.P. (1995). <i>Marketing: Creating value for customers</i> (pp. 217-221, 518-520, 526-528, 612-615) Burr Ridge, IL: Irwin.</p> <p>Evans, J.R., & Berman, B. (1997). <i>Marketing</i> (7th ed.) [pp. 482-483]. Upper Saddle River, NJ: Prentice Hall.</p> <p>Everard, K.E., & Burrow, J.L. (1996). <i>Business principles and management</i> (10th ed.) [pp. 181-196]. Cincinnati: South-Western.</p> <p>Farese, L.S., Kimbrell, G., & Woloszyk, C.A. (1997). <i>Marketing essentials</i> (2nd ed.) [p. 135]. Mission Hills, CA: Glencoe/McGraw-Hill.</p> <p>Levinson, J.C. (1997). <i>Guerrilla marketing with technology: Unleashing the full potential of your small business</i> (pp. 123-133). Reading, MA: Addison-Wesley.</p>

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BankBoston (No date). *Effective use of technology* [Online]. Available:
<http://204.183.94.19/bankboston/effect~1.asp#software> [2000, May 30].

Topic	Technological Tools
Performance Indicator	Demonstrate basic word-processing skills (BA:031)
Level	Career-sustaining
SCANS	Information 5-8; Systems 15; Technology 18; Basic Skills 1-2; Thinking Skills 12
Objectives	<ul style="list-style-type: none"> a. Identify capabilities of word-processing software. b. Enter and store text in a word-processing software program. c. Search for and replace text in a document stored in a word-processing software program. d. Retrieve, edit, and print a document stored in a word-processing software program. e. Cut and paste information from one text document into another in a word-processing software program. f. Create a text document containing columns in a word-processing software program. g. Insert and print a graph in a word-processing document.
Sample Activities	<p>Using a word-processing software package, prepare the minutes for the last DECA meeting. Trade papers with a partner to compare completeness, accuracy, and format.</p> <p>Using a word-processing software package, write a letter to a business partner thanking him/her for being a business partner. Print the letter, and submit it to your teacher.</p> <p>Using word-processing software, write a letter to a bank requesting an interview to discuss getting a loan to buy a car. Print the letter, and submit it to your teacher.</p>
Resources Textbooks	<p>Everard, K.E., & Burrow, J.L. (1996). <i>Business principles and management</i> (10th ed.) [pp. 184-192]. Cincinnati: South-Western.</p> <p>Farese, L.S., Kimbrell, G., & Woloszyk, C.A. (1997). <i>Marketing essentials</i> (2nd ed.) [pp. 136-141]. Mission Hills, CA: Glencoe/McGraw-Hill.</p> <p>Mason, R.E., Rath, P.M., Husted, S.W., & Lynch, R.L. (1995). <i>Marketing practices and principles</i> (5th ed.) [pp. 189-190]. New York: Glencoe/Macmillan/McGraw-Hill.</p>

Topic	Technological Tools
Performance Indicator	Demonstrate basic presentation software skills (BA:032)
Level	Career-sustaining
SCANS	Information 5-8; Systems 15; Technology 18; Basic Skills 1-2; Thinking Skills 12
Objectives	<ol style="list-style-type: none"> Identify capabilities of presentation software programs. Describe characteristics of effective presentation software documents. Enter and store text into a presentation software document. Import graphics into a presentation software document. Develop builds and transitions for screens in a presentation software document. Retrieve and edit a presentation software screen. Add/Delete screens from a presentation software package.
Sample Activities	<p>Imagine that you have been asked to design a presentation for a club in your school using a presentation software package. Plan your presentation, identifying your audience, message, text attributes, sound, graphics, and other images. Determine how you will deliver the presentation to the intended audience. Discuss your plan with the teacher (or the club sponsor).</p> <p>Create a presentation, using an available presentation software package to promote a club, organization, or sports team in your school. Include scanned images, sound, and video. Share your presentation with the group. Edit and update the presentation as needed.</p> <p>Teach another student how to create a presentation using a presentation software package. Plan the points that you will address to ensure that the student will learn important principles and techniques of presentation design.</p> <p>Create a presentation using an available presentation software package that highlights a travel destination. Information may include such things as: sites to visit, how to get there, costs, cultural differences, passport information, etc. You may wish to download data and images from the Internet for your presentation. Share your presentation with the class.</p> <p>Create a description of DECA using a presentation software package. Obtain feedback from the class. Vote to select the best presentation, and use it to recruit students for next year's marketing classes.</p>
Resources Workbooks/ Manuals	<p>Grace, J. (1999). <i>Create a winning PowerPoint 2000 presentation</i>. Lincoln, NE: Cliff Notes.</p> <p>Raab, M. (1990). <i>The presentation design book: Projecting a good image with your desktop computer</i>. Chapel Hill, NC: Ventana.</p>

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Glidden, D. (1998). *Hidden Uses of Presentation Software—The Ideal Tool for Making Customized Materials for Special Needs Students and Clients* [Online]. Available: http://www.dinf.org/csun_98/csun98_133.htm [2000, April 4].

Microsoft (No date). *Microsoft PowerPoint web page* [Online]. Available: <http://www.microsoft.com/office/powerpoint/default.htm> [2000, June 6].

Topic	Technological Tools
Performance Indicator	Demonstrate basic database skills (BA:033)
Level	Career-sustaining
SCANS	Information 5-8; Systems 15; Technology 18; Basic Skills 1-2; Thinking Skills 12
Objectives	<ol style="list-style-type: none">Identify capabilities of database software.Create a database structure.Enter and store data in a database software program.Retrieve and modify data in a database software program.Delete database records.Sort data in a database given predetermined criteria.Create a chart or graph using information in a database file.Print labels from a database.Print database list/report.
Sample Activities	<p>Create a database of activities in which you have participated in high school. Include fields such as: grade level, organization, activities, honors or awards, etc. Modify the database periodically as you add more activities. Sort and print a report by grade level. Give it to a teacher for use in writing you a letter of recommendation for a scholarship, admittance to college, or other purpose.</p> <p>Set up a database to include the names, addresses, and birthdays of your classmates. Print it out, have your classmates check the information for accuracy, and edit any records that are incorrect. Submit your disk to the teacher for approval. Sort the database by birthdays, and retrieve addresses for those students having birthdays during the month so that cards can be sent.</p> <p>Set up a database of customers at your place of employment. Discuss with your manager the fields of information to be included. Suggestions: name, address, phone number, frequently purchased items, account information, etc. Keep the database current by changing information as needed. Sort the database by frequently purchased items. Print a list of customers who purchase the top five best-selling items. Talk with your manager about other ways to sort and retrieve data that would help the business.</p> <p>Set up a database of vendors for a school-based enterprise, including name, address, phone number, fax number, frequently purchased items, account number, etc. Keep the database current by changing information as needed. Check the inventory levels at a school-based enterprise to identify items that need to be reordered. Sort the database by items purchased; retrieve the names, phone numbers, and account numbers of those from which you need to order merchandise.</p>

Make a list of five products you purchase frequently. Create a database listing the name of the product, size, weight, store you purchased the item from, and price. Print out the list, visit two competing stores, and compare prices. Be sure you compare the exact size and type of product. If you find lower prices on the purchased items at another store, change the name of the store and the price to reflect the business from which you can purchase the product for less money. Sort the database by store. Print a list of the products you would purchase from each store. Share the information with your teacher.

Create a database of DECA chapter members, including: name, address, phone number, grade level, office, or committee position, etc. Sort the members by name, and create and print a report. Submit the report to your teacher.

Resources

Textbooks

- Everard, K.E., & Burrow, J.L. (1996). *Business principles and management* (10th ed.) [p. 187]. Cincinnati: South-Western.
- Farese, L.S., Kimbrell, G., & Woloszyk, C.A. (1997). *Marketing essentials* (2nd ed.) [p. 139]. Mission Hills, CA: Glencoe/McGraw-Hill.
- Williams, B.K., & Sawyer, S.C., & Hutchinson, S.E. (1995). *Using information technology: A practical introduction to computers and communications* (pp. 22, 139, 103-105, 128, 312, 345-355). Chicago: Irwin.

Topic	Technological Tools
Performance Indicator	Demonstrate basic spreadsheet skills (BA:034)
Level	Career-sustaining
SCANS	Information 5-8; Systems 15; Technology 18; Basic Skills 1-2; Thinking Skills 12
Objectives	<ol style="list-style-type: none"> Define the following terms: rows, columns, and cells. Describe components of a spreadsheet. Identify capabilities of spreadsheet software. Format spreadsheets. Enter and store data in a spreadsheet software file. Retrieve, edit, and print data in a spreadsheet. Create charts and graphs using information in a spreadsheet.
Sample Activities	<p>Imagine that Marge owns a local video store. She has been keeping records of her inventory and video rentals in a notebook. Marge has been losing track of her rental receipts and some of the videos. Set up a spreadsheet program that would enable her to track her rentals and inventory. Show your teacher or a designated adult how to use it.</p> <p>Create and print a spreadsheet document about a marketing-related topic.</p> <p>Create and maintain a spreadsheet of your earnings and expenses.</p> <p>Create a spreadsheet for a fund-raising event.</p>
Resources	
Textbooks	<p>Everard, K.E., & Burrow, J.L. (1996). <i>Business principles and management</i> (10th ed.) [p. 188]. Cincinnati: South-Western.</p> <p>Farese, L.S., Kimbrell, G., & Woloszyk, C.A. (1997). <i>Marketing essentials</i> (2nd ed.) [pp. 139-140]. Mission Hills, CA: Glencoe/McGraw-Hill.</p> <p>Longenecker, J.G., Moore, C.W., & Petty, J.W. (2000). <i>Small business management: An entrepreneurial emphasis</i> (11th ed.) [pp. 461-463]. Cincinnati: South-Western.</p> <p>Williams, B.K., & Sawyer, S.C., & Hutchinson, S.E. (1995). <i>Using information technology: A practical introduction to computers and communications</i> (pp. 54, 84, 101-103). Chicago: Irwin.</p>
Workbooks/ Manuals	<p>Stull, W.A. (1999). <i>Marketing essentials & math skills</i> (pp. 36-42). Cincinnati: South-Western.</p>

Topic	Technological Tools
Performance Indicator	Demonstrate basic search skills on the Web (BA:035)
Level	Career-sustaining
SCANS	Information 5-8; Systems 15; Technology 18; Basic Skills 1-2; Thinking Skills 12
Objectives	<ol style="list-style-type: none"> Define the following terms: world wide web (WWW), uniform resource locators (URL), browsers, gophers, search engines, file transfer protocol (FTP), newsgroups, and listservs. Identify the components in a URL. Explain the importance of search engines in locating information. Locate specified topics on the web. Access specified topics through links on a web page. Download information to a disk.
Sample Activities	<p>Search the Internet for information about nonprofit marketing. Use the information to prepare a brief paper, and submit it to your teacher.</p> <p>Given search terms by your teacher, locate the specified information needed to complete a handout. Review your findings with the class.</p> <p>Search the Internet to find five articles about the future of e-Commerce in the next five years. Print the articles, and submit them to your teacher.</p> <p>Conduct an Internet search to locate information about a country and its imports/exports, trade restrictions, and economic relationship with the United States. Write a report about your findings.</p> <p>Working with a partner, collect information on the Internet about a company that produces more than 10 different products. Examine how the company acquires the products, its history and background, and its plans for the future. Prepare a written report, and use it as the basis for a five minute oral presentation.</p>
Resources Textbooks	<p>Kimbrell, G., & Vineyard, B.S. (1998). <i>Succeeding in the world of work: Teacher's wraparound edition</i> (6th ed.) [p. 348]. New York: Glencoe/Macmillan/McGraw-Hill.</p> <p>Longenecker, J.G., Moore, C.W., & Petty, J.W. (2000). <i>Small business management: An entrepreneurial emphasis</i> (11th ed.) [p. 472]. Cincinnati: South-Western.</p> <p>Zikmund, W.G., & d'Amico, M. (1999). <i>Marketing</i> (6th ed.) [pp. 82-83]. Cincinnati: South-Western.</p>

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- Learn2.com (No date). *Learn to search the Internet effectively* [Online]. Available: <http://www.learn2.com/06/0623/0623.php3?fp=5> [2000, June 6].
- McGraw Hill Marketplace (No date). *Internet exercises* [Online]. Available: <http://www.mhhe.com/business/marketing/marketplace/exercises/exercises.mhtml> [2000, June 8].
- McNamara, C. (No date). *All about computers, Internet, and web* [Online]. Available: <http://www.mapnp.org/library/infomgmt/infomgmt.htm> [2000, June 8].
- McNamara, C. (No date). *All about computers the Internet* [Online]. Available: <http://www.mapnp.org/library/infomgmt/Internet/internet.htm#anchor630026> [2000, June 8].

Topic	Business Risks
Performance Indicator	Explain types of business risk (BA:036)
Level	Career-sustaining
SCANS	Information 5; Systems 15; Basic Skills 1-2; Thinking Skills 8-9,12
Objectives	<ol style="list-style-type: none"> Define the following terms: business risk, pure risk, and speculative risk. Describe the nature of pure risks. Identify examples of pure risks encountered by business. Explain the nature of speculative risks. Cite examples of speculative risks encountered by business. Explain how risk affects businesses.
Sample Activities	<p>Generate a list of risks encountered by businesses, and classify them as pure or speculative. Discuss the responses with the class.</p> <p>Given a list of situations involving business risk, label each of the situations as pure or speculative. Provide a rationale for your responses.</p> <p>Talk with a business partner to determine examples of pure and speculative risks encountered by the business. Discuss the findings with the class.</p>
Resources Textbooks	<p>Burrow, J., & Egglund, S. (1995). <i>Marketing foundations and functions</i> (pp. 604-611). Cincinnati: South-Western.</p> <p>Dlabay, L.R., & Scott, J.C. (1996). <i>Business in a global economy</i> (pp. 498-500). Cincinnati: South-Western.</p> <p>Farese, L.S., Kimbrell, G., & Woloszyk, C.A. (1997). <i>Marketing essentials</i> (2nd ed.) [pp. 501-504]. Mission Hills, CA: Glencoe/McGraw-Hill.</p> <p>Mason, R.E., Rath, P.M., Husted, S.W., & Lynch, R.L. (1995). <i>Marketing practices and principles</i> (5th ed.) [pp. 521-522]. New York: Glencoe/Macmillan/McGraw-Hill.</p>

Topic	Business Risks
Performance Indicator	Describe the concept of insurance (BA:038)
Level	Career-sustaining
SCANS	Information 5; Systems 15; Basic Skills 1-2,5-6; Thinking Skills 9,12
Objectives	<ol style="list-style-type: none"> Define the following terms: insurance, insurance rate, premium, policy, policyholder, deductible, copayments/coinsurance, property insurance, liability insurance, life insurance, and health insurance. Explain how insurance companies use policyholders' premiums. Describe the relationship between insurance rates and the amount of risk. Describe types of property insurance needed to protect businesses. Explain the importance of liability insurance. Explain types of insurance needed by businesses to insure people.
Sample Activities	<p>Listen to a guest speaker who is an insurance agent talk about why businesses need insurance and the types of insurance carried by most local businesses. Write a summary of the key points.</p> <p>Find out whether a school-based enterprise is covered by insurance and, if so, what kinds of coverage it has. Discuss your findings with the class.</p> <p>Search the Internet to find an article about a business that closed due to lack of insurance coverage. Write a summary of the article, and report your findings to the class.</p>
Resources Textbooks	<p>Everard, K.E., & Burrow, J.L. (1996). <i>Business principles and management</i> (10th ed.) [pp. 479-498]. Cincinnati: South-Western.</p> <p>Meggison, W.L., Byrd, M.J., Scott, C.R., & Meggison, L.C. (1994). <i>Small business management: An entrepreneur's guide to success</i> (pp. 451-457). Burr Ridge, IL: Irwin.</p> <p>Meyer, E.C., & Allen, K.R. (1994). <i>Entrepreneurship and small business management</i> (pp. 193, 200-203, 243, 280). New York: Glencoe/Macmillan/McGraw-Hill.</p> <p>Moormon, J.W., & Halloran, J.W. (1993). <i>Entrepreneurship</i> (pp. 165, 243, 265, 328-329). Cincinnati: South-Western Publishing Co.</p>

Topic	Business Risks
Performance Indicator	Explain routine security precautions (BA:041)
Level	Career-sustaining
SCANS	Information 5-7; Systems 15; Basic Skills 1-2,5-6; Thinking Skills 9,12; Personal Qualities 13
Objectives	<ul style="list-style-type: none"> a. Identify types of security problems encountered by businesses. b. Explain reasons that businesses need security. c. Identify security devices used to prevent shoplifting. d. Identify pilferage prevention measures. e. Describe measures used by businesses to prevent burglary. f. Explain robbery prevention measures used by businesses. g. Describe fraud prevention techniques.
Sample Activities	<p>Talk with a business partner to determine the primary types of risk encountered by the business and the security precautions taken to limit the problems. Discuss your findings in a group of students who have your same or similar career interest. Compile a report of the most frequently used security precautions/ measures used by that industry. Present the report to the class.</p> <p>Identify the security problems contained in a series of cases provided by your teacher. Suggest appropriate security measures to limit such problems. Discuss the responses with the class.</p> <p>With the class, discuss the various security guidelines used at your place of employment or at a business with which you are familiar.</p> <p>Identify and apply needed security measures at a local business or at school-based enterprise. Discuss the effectiveness of the measures with the class.</p>
Resources LAP	<p>Marketing Education Resource Center (1995). <i>Security precautions</i> [Risk Management LAP 4]. Columbus, OH: Author.</p> <p>Marketing Education Resource Center (1995). <i>Security precautions: Instructor copy</i> [Risk Management LAP 4]. Columbus, OH: Author.</p>
Textbooks	<p>Ditzenberger, R., & Kidney, J. (1992). <i>Selling: Helping customers buy</i> (3rd ed.) [pp. 325-349]. Cincinnati: South-Western.</p> <p>Farese, L.S., Kimbrell, G., & Woloszyk, C.A. (1997). <i>Marketing essentials</i> (2nd ed.) [pp. 504-507]. Mission Hills, CA: Glencoe/McGraw-Hill.</p>

Topic	Business Risks
Performance Indicator	Follow safety precautions (BA:046)
Level	Career-sustaining
SCANS	Information 5-7; Interpersonal 9; Systems 15; Basic Skills 1-2,5-6; Thinking Skills 9,12; Personal Qualities 13
Objectives	<ul style="list-style-type: none"> a. Identify the types of situations for which a business must take safety precautions. b. Identify types of safety precautions. c. Recognize appropriate safety precautions to be taken in a given situation. d. Explain the importance of using safety precautions. e. Discuss guidelines for using safety precautions. f. Demonstrate use of proper procedures in practicing good safety habits.
Sample Activities	<p>Identify ways that you could be hurt on the job, in the classroom, or in a school-based enterprise. Identify safety precautions that could be followed to prevent being hurt. Discuss your findings.</p> <p>Read a series of case situations provided by your teacher to determine the unsafe circumstances and the safety precautions to take. Discuss your responses with the class.</p> <p>Discuss the types of safety training that you have received at your place of employment. Compare similarities and differences in safety training across industries.</p> <p>Read an article about safety in the workplace. Make a list of the things that you can do to be more safe at work or at school.</p> <p>Participate in a small-group activity to prepare a list of safety measures to take in the classroom. Post the safety measures.</p> <p>Participate in a role-play situation to determine whether an unsafe situation exists and what safety precautions address the situation. Obtain feedback on the performance from a classmate.</p>
Resources	
LAP	<p>Marketing Education Resource Center (1993). <i>Following safety precautions</i> [Risk Management LAP 2]. Columbus, OH: Author.</p> <p>Marketing Education Resource Center (1993). <i>Following safety precautions: Instructor copy</i> [Risk Management LAP 2]. Columbus, OH: Author.</p>
Textbooks	<p>Bailey, L.J. (1997). <i>Working: Learning a living</i> (2nd ed.) [pp. 107-110, 230-231]. Cincinnati: South-Western.</p> <p>Certo, S.C. (1994). <i>Supervision: Quality and diversity through leadership</i> (pp. 470-482). Burr Ridge, IL: Irwin.</p>
Workbooks/ Manuals	Hutt, R.W., & Stull W.A. (1992). <i>Marketing: An introduction</i> (2 nd ed.) [pp. 345-346, 411-412]. Cincinnati: South-Western.

Video

School Co. (Producer). [1997]. *Whoops! Did I do that: Workplace safety* [CD-ROM]. Columbus, OH: Marketing Education Resource Center (Distributor).

**Software/
Online**

U.S. Department of Labor: OSHA (No date). *Safety and Health Programs* [Online]. Available: <http://www.osha-slc.gov/SLTC/safetyhealth/index.html> [2000, June 9].

Topic	Business Risks
Performance Indicator	Explain procedures for handling accidents (BA:047)
Level	Career-sustaining
SCANS	Information 5-7; Interpersonal 9; Systems 15; Basic Skills 1-2,5-6; Thinking Skills 9,12; Personal Qualities 13,17
Objectives	<ul style="list-style-type: none"> a. Identify causes of accidents in a business environment. b. Identify types of accidents for which a business must employ preventative measures. c. Describe accident-prevention techniques. d. Explain the importance of using accident-prevention techniques. e. Describe guidelines for handling accidents.
Sample Activities	<p>Watch a videotape about accident prevention. Discuss the key points identified in the video. Explain how these points relate to your place of employment or to a school-based enterprise.</p> <p>Describe accident-prevention techniques that could have been used to avoid an accident presented in a case study provided by your teacher. Describe the guidelines that would be followed to handle the accident.</p> <p>Talk with a business partner to find out how the person's business handles accidents. Ask for a copy of accident forms that are filled out when accidents occur. Report your findings to the class.</p> <p>Examine the accident forms collected in the previous activity. Identify common factors that appear in all reports. Working in a small-group, create an accident form that could be used in a school-based enterprise. Present the group's form to the class. Select the form to be used.</p>
Resources	
LAP	<p>Marketing Education Resource Center (1994). <i>Handling accidents</i> [Risk Management LAP 3]. Columbus, OH: Author.</p> <p>Marketing Education Resource Center (1994). <i>Handling accidents: Instructor copy</i> [Risk Management LAP 3]. Columbus, OH: Author.</p>
Textbooks	<p>Bailey, L.J. (1997). <i>Working: Learning a living</i> (2nd ed.) [pp. 227-228]. Cincinnati: South-Western.</p> <p>Certo, S.C. (1995). <i>Human relations today: Concepts and skills</i> (pp. 384-385). Burr Ridge, IL: Irwin.</p> <p>Daggett, W.R., & Miles, J.E. (1998). <i>The dynamics of work</i> (2nd ed.) [pp. 5, 29, 87, 94]. Cincinnati: South-Western Educational Publishing.</p> <p>Kimbrell, G., & Vineyard, B.S. (1998). <i>Succeeding in the world of work: Teacher's manual</i> (6th ed.) [pp. 222-228]. Westerville, OH: Glencoe/Macmillan/McGraw-Hill.</p> <p>Meyer, E.C., & Allen, K.R. (1994). <i>Entrepreneurship and small business management</i> (pp. 211-213). New York: Glencoe/Macmillan/McGraw-Hill.</p>

**Software/
Online**

Stanford University (1998). *25.2 Emergency/Accident Procedures* [Online].
Available: <http://portfolio.stanford.edu/200043> [2000, Apr 5].
U.S. Department of Labor: OSHA (No date). *Accident investigation* [Online].
Available: <http://www.osha-slc.gov/SLTC/accidentinvestigation/index.html>
[2000, May 24].

Topic	Business Risks
Performance Indicator	Explain procedures for dealing with workplace threats (BA:048)
Level	Career-sustaining
SCANS	Information 5-7; Interpersonal 9; Systems 15; Basic Skills 1-2,5-6; Thinking Skills 9,12; Personal Qualities 13
Objectives	<ol style="list-style-type: none">Identify types of threats that occur in the workplace.Explain reasons that threats occur in the workplace.Describe the importance of being prepared to deal with workplace threats.Explain behaviors to exhibit during incidents of workplace violence.Explain steps to take to deal with workplace threats.Explain measures that can be taken to prevent workplace threats.
Sample Activities	<p>Conduct an Internet search to locate an article about workplace violence. Determine the cause of the problem and what happened. Recommend what could have been done to prevent the problem. Discuss your findings and recommendations with the class.</p> <p>Watch a video about violence in the workplace. Discuss the types of violence observed, their causes, and their impact on the work environment.</p> <p>Create a written situation in which workplace violence has occurred. In small groups, identify procedures that employees should follow to handle the situations.</p> <p>Ask a business partner to identify measures that have been taken to prevent workplace violence. Share the findings with the class.</p>
Resources Software/ Online	<p>Trossman, S. (1999). When workplace threats become reality. In <i>American Nurse</i> (May/June) [Online]. Available: http://nursingworld.org/tan/99mayjun/threats.htm [2000, April 5].</p> <p>U.S. Department of Agriculture (1998). <i>The USDA Handbook on Workplace Violence Prevention and Response</i> [Online]. Available: http://www.usda.gov/news/pubs/violence/wpv.htm [2000, April 5].</p>

Topic	Business Regulation
Performance Indicator	Describe legal issues affecting businesses (BA:053)
Level	Specialist
SCANS	Information 5,7; Systems 15; Basic Skills 1-2,5-6; Thinking Skills 12; Personal Qualities 13,17
Objectives	<ul style="list-style-type: none"> a. Define the following terms: contract law, sales law, property law, intellectual property and computer law, bankruptcy law, and tax law. b. Identify types of laws that affect businesses. c. Explain the purpose of contract law. d. Describe the purpose of sales law. e. Discuss the purpose of property law to businesses. f. Explain the intent of intellectual property and computer law. g. Describe the purpose of bankruptcy law. h. Explain the purpose of tax law. i. Explain reasons that businesses are regulated.
Sample Activities	<p>Talk with your business partner to find out what the person considers the most pressing legal issue affecting his/her business. Find out how the issue affects business practices. Discuss your findings with the class, comparing differences in responses based on type of business/industry.</p> <p>Given a series of business vignettes by your teacher, determine whether a legal issue is involved. If so, identify the type of legal issue involved. Discuss your responses with the class.</p> <p>Search the Small Business Administration's Internet site to identify current legislation that will affect business. Select one piece of legislation, and write a summary explaining the provisions of the legislation and how it will impact business.</p> <p>Collaborate with a classmate to develop a skit about a legal issue affecting business. Present the skit to the class, asking observers to determine the nature of the legal issue.</p>
Resources	
Textbooks	<p>Everard, K.E., & Burrow, J.L. (1996). <i>Business principles and management</i> (10th ed.) [pp. 151-168, 274-275, 535-536]. Cincinnati: South-Western.</p> <p>Meggison, W.L., Byrd, M.J., Scott, C.R., & Megginson, L.C. (1994). <i>Small business management: An entrepreneur's guide to success</i> (pp. 472-478). Burr Ridge, IL: Irwin.</p> <p>Meyer, E.C., & Allen, K.R. (1994). <i>Entrepreneurship and small business management</i> (pp. 141-155). New York: Glencoe/Macmillan/McGraw-Hill.</p>
Workbooks/ Manuals	Gumpert, D.E. (1991). <i>How to really start your own business</i> (pp. 61, 67, 93-95, 101-102, 107-108, 110-112, 160, 172). Boston: Goldhirsh Group, Inc.
Video	RMI (Producer). [1995]. <i>Business law and government regulation</i> [Videocassette]. Columbus, OH: Marketing Education Resource Center (Distributor).

**Software/
Online**

BankBoston (No date). *Small business legal issues* [Online]. Available:
<http://204.183.94.19/bankboston/legalc.asp> [2000, May 30].

LawStreet.com (2000). *LawGuide* [Online]. Available:
<http://www.lawstreet.com/lawguide/index.cfm> [2000, April 6].

Methven, B.E. (1998). *The business law site* [Online]. Available:
<http://members.aol.com/bmethven/> [2000, April 6].

Wood, W. (No date). *My computer law articles from P.C. Alamode* [Online].
Available: <http://lonestar.texas.net/~ww00580/> [2000, April 6].

Topic	Business Regulation
Performance Indicator	Describe the nature of legally binding contracts (BA:054)
Level	Specialist
SCANS	Information 5,7; Systems 15; Basic Skills 1-2,5-6; Thinking Skills 8,12; Personal Qualities 13,17
Objectives	<ol style="list-style-type: none"> Define the following terms: contract, capacity, consideration, forbearance, express contracts, implied contracts, quasi contracts, and breach of contract. Identify the conditions needed to make a contract legally binding. Describe situations in which businesses need legally binding contracts. Explain the importance of legally binding contracts in business. Explain the need for consideration when setting up contracts. Classify the types of contracts. Describe situations in which a contract may be discharged. Explain remedies for breach of contract.
Sample Activities	<p>Examine examples of legally binding contracts provided by your teacher. Identify the elements that they have in common. Identify ways in which they differ. Discuss your findings with the class.</p> <p>Given a series of business scenarios, determine whether a legally binding contract existed. Discuss your responses with the class.</p>
Resources	
Textbooks	<p>Daggett, W.R., & Miles, J.E. (1998). <i>The dynamics of work</i> (2nd ed.) [p. 4]. Cincinnati: South-Western Educational Publishing.</p> <p>Zikmund, W.G., Middlemist, R.D., & Middlemist, M.R. (1995) <i>Business: The American challenge for global competitiveness</i> (pp. 557-559). Burr Ridge, IL: Irwin.</p>
Workbooks/ Manuals	Eggland, S.A., & Williams, J.W., (1998). <i>Human relations for career success</i> (5 th ed.) [pp. 60, 91-92]. Cincinnati: South-Western Educational Publishing.
Software/ Online	<p>BankBoston (No date). <i>Small business legal issues</i> [Online]. Available: http://204.183.94.19/bankboston/legalc.asp [2000, May 30].</p> <p>Dicks, J.W. (1995). <i>Contracts: Basics</i> [Online]. Available: http://www.smartbiz.com/sbs/arts/sbl1.htm [2000, June 1].</p> <p>JIAN Tools for Sale, Inc. (1999). <i>Effective contracts can help you build and maintain healthy business relationships</i> [Online]. Available: http://www.jian.com/html/r_agree.asp [2000, April 6].</p> <p>McNamara, C. (No date). <i>U.S. business contracts</i> [Online]. Available: http://www.mapnp.org/library/legal/bs_ctrct/bs_ctrct.htm [2000, June 1].</p>

Topic	Organizing
Performance Indicator	Develop project plan (MN:153)
Level	Specialist
SCANS	Resources 1-4; Information 5-7; Systems 15; Basic Skills 1-2,5-6; Thinking Skills 8,12; Personal Qualities 13
Objectives	<ol style="list-style-type: none"> Explain the importance of planning projects. Identify factors that impact project planning. Describe project-planning tools. Explain procedures for developing a project plan. Demonstrate how to develop a project plan.
Sample Activities	<p>Select a DECA project in which you plan to participate. Develop a project plan, identifying steps that need to be taken, milestones, and time lines for completion. Submit your plan to your teacher or to an alumni member of DECA. Discuss their comments.</p> <p>Analyze a project plan provided by your teacher. Identify the plan's strengths and weaknesses. Recommend ways to improve the plan. Discuss your findings and recommendations with the class.</p> <p>Identify a project at work that could be accomplished more efficiently through the use of a project plan. Prepare the plan, and monitor its use. Discuss outcomes and reactions with a small group of students.</p>
Resources	
Textbooks	<p>Everard, K.E., & Burrow, J.L. (1996). <i>Business principles and management</i> (10th ed.) [p. 651]. Cincinnati: South-Western.</p> <p>Gatewood, R.D., Taylor, R.R., & Ferrell, O.C. (1995). <i>Management: Comprehension, analysis, and application</i> (pp. 261, 263-265, 431). Chicago: Irwin.</p>
Software/ Online	<p>Launi, J. (1999). Creating a project plan. In <i>Software development magazine</i> (May) [Online]. Available: http://www.sdmagazine.com/supplement/ppm/features/s995ppm1.shtml [2000, April 6].</p> <p>Loy, G. (1997). <i>ToDo project plan</i> [Online]. Available: http://www.cc.gatech.edu/classes/cs3302_97_spring/projects/team2/project-plan.html [2000, April 6].</p>

Topic	Leading
Performance Indicator	Orient new employees (MN:078)
Level	Career-sustaining
SCANS	Information 5-7; Interpersonal 9-10; Systems 15; Basic Skills 1-2,5-6; Thinking Skills 12; Personal Qualities 13,15,17
Objectives	<ul style="list-style-type: none"> a. Explain the importance of new-employee orientation. b. Discuss the benefits of new-employee orientation. c. Identify sources of orientation information. d. Explain the current employee's role in orienting new employees. e. Describe procedures for orienting new employees. f. Conduct an orientation for new employees.
Sample Activities	<p>Determine the types of orientation provided new employees by coworkers at three local businesses. Compare the orientations, discussing possible reasons for the differences among the orientations and recommending ways to improve the sessions.</p> <p>Examine the orientation given to new employees of a school-based enterprise. Identify the strengths of the orientation, and recommend ways that it could be improved. Discuss your findings with the class.</p> <p>Interview three coworkers to find out their feelings about their orientations. Write a summary of your findings.</p> <p>Participate in a simulation to orient new employees. Obtain feedback on your performance from another student. Switch roles, and evaluate the student's ability to orient new employees. Discuss your comments with the student.</p>
Resources	
Textbooks	<p>Brown, B.J., & Clow, J.E. (1997). <i>Introduction to business: Our business and economic world: Teacher's wraparound edition</i> (pp. 127-128). New York: Glencoe/McGraw-Hill.</p> <p>Everard, K.E., & Burrow, J.L. (1996). <i>Business principles and management</i> (10th ed.) [pp. 391, 551-553]. Cincinnati: South-Western.</p>
Workbooks/ Manuals	Schulman, M., & Kowadlo, B.F. (1995). <i>Working smart</i> (pp. 13-15). Cincinnati: South-Western.

Topic	Controlling
Performance Indicator	Explain the nature of overhead/operating costs (MN:081)
Level	Specialist
SCANS	Resources 2; Information 5-7; Systems 15; Basic Skills 1-3,5-6; Thinking Skills 12
Objectives	<ol style="list-style-type: none"> Define the following terms: operating expenses, fixed costs, variable costs, semivariable costs, gross profit, and break-even point. Identify types of operating costs. Distinguish between fixed and variable costs. Explain how a business's operating expenses affect its profit. Describe the relationship between operating expenses and budgets. Explain how operating expenses affect the selling price of products.
Sample Activities	<p>Examine the operating expenses of a school-based enterprise, and categorize the expenses as fixed, variable, or semivariable. Discuss your categories with the class.</p> <p>Talk with a business partner about the overhead/operating costs of his/her company. Determine the business's top three most expensive operating costs. Discuss your findings with the class, comparing findings across types of businesses. Determine conclusions that can be drawn from the class's findings.</p> <p>Given historical financial information for a school-based enterprise, determine whether expenses have increased or decreased over time. Discuss the impact that this has had on the enterprise's profit and the ways that the enterprise has responded.</p> <p>Create a two-column chart with headings under which you list examples of typical fixed costs and variable costs. Discuss your listing with the class.</p>
Resources Textbooks	<p>Brown, B.J., & Clow, J.E. (1997). <i>Introduction to business: Our business and economic world: Teacher's wraparound edition</i> (pp. 144, 164, 179-180, 242). New York: Glencoe/McGraw-Hill.</p> <p>Everard, K.E., & Burrow, J.L. (1996). <i>Business principles and management</i> (10th ed.) [pp. 322-323, 399]. Cincinnati: South-Western.</p> <p>Megginson, W.L., Byrd, M.J., Scott, C.R., & Megginson, L.C. (1994). <i>Small business management: An entrepreneur's guide to success</i> (pp. 109, 378, 389). Burr Ridge, IL: Irwin.</p> <p>Meyer, E.C., & Allen, K.R. (1994). <i>Entrepreneurship and small business management</i> (pp. 55-57, 308-309, 354). New York: Glencoe/Macmillan/McGraw-Hill.</p> <p>Rue, L.W., & Byars, L.L. (1995). <i>Management skills and application</i> (7th ed.) [pp. 508-509]. Chicago: Irwin.</p>
Workbooks/ Manuals	<p>Bangs, D.H., Jr. (1998). <i>The business planning guide</i> (8th ed.) [pp. 58-60]. Columbus, OH: Marketing Education Resource Center (Distributor).</p>

Topic	Controlling
Performance Indicator	Explain employee's role in expense control (MN:016)
Level	Specialist
SCANS	Information 5-7; Interpersonal 9; Systems 15; Basic Skills 1-2,5-6; Thinking Skills 12
Objectives	<ul style="list-style-type: none"> a. Explain how uncontrolled spending can affect a business. b. Describe ways that businesses can use money saved by controlling expenses. c. Describe ways that employees can help to control business expenses.
Sample Activities	<p>Analyze the place where you work to identify 10 business expenses. Write down one action that you can take to reduce or maintain the amount of money being spent on each expense. Discuss these actions with your supervisor, and record her/his reactions. Share your findings with a classmate.</p> <p>Analyze a business with which you are familiar to identify expenses that need to be controlled. Determine the effect of these uncontrolled expenses on the business, and make recommendations for ways that employees and managers can help to control the expenses. Record your findings on a sheet of paper, and submit them to the teacher.</p> <p>Collaborate with a group of students who have similar occupational interests. Brainstorm examples of business expenses that go uncontrolled in that industry and ways that employees and managers can control those expenses. Compare and contrast your group's responses with those in other groups.</p> <p>Analyze a school-based enterprise to determine uncontrolled expenses. Make a list of recommendations to correct the spending problems, and discuss your findings with the person responsible for overseeing the enterprise.</p>
Resources LAP	<p>Marketing Education Resource Center (1999). <i>Employee role in expense control</i> [Management LAP 56]. Columbus, OH: Author.</p> <p>Marketing Education Resource Center (1999). <i>Employee role in expense control: Instructor copy</i> [Management LAP 56]. Columbus, OH: Author.</p>
Textbooks	<p>Brown, B.J., & Clow, J.E. (1997). <i>Introduction to business: Our business and economic world: Teacher's wraparound edition</i> (pp. 163-164). New York: Glencoe/McGraw-Hill.</p> <p>Everard, K.E., & Burrow, J.L. (1996). <i>Business principles and management</i> (10th ed.) [pp. 673-675]. Cincinnati: South-Western.</p> <p>Zikmund, W.G., Middlemist, R.D., & Middlemist, M.R. (1995) <i>Business: The American challenge for global competitiveness</i> (pp. 146, 508-509). Burr Ridge, IL: Irwin.</p>

Topic	Controlling
Performance Indicator	Describe the nature of managerial control (control process, types of control, what is controlled) (MN:135)
Level	Specialist
SCANS	Resources 2; Information 5-7; Systems 15; Basic Skills 1-3,5-6; Thinking Skills 12; Personal Qualities 13
Objectives	<ol style="list-style-type: none">Explain the managerial-control process.Describe types of control available to managers.Discuss the impact of managerial control on a business.Explain what managers can control.
Sample Activities	<p>Determine the control process utilized by a manager of a school-based enterprise. Prepare a visual depicting the process, and display the visual in the classroom.</p> <p>Participate in a group activity in which each member of the group makes as many boats as possible in five minutes using only square sheets of paper. Collaborate to create a list of recommendations for improving upon the boat-making process. Choose one member of the group to be the manager responsible for seeing that the group's recommendations are carried out. Repeat the boat-making activity, and discuss the impact of managerial control on the group's performance. Discuss the types of control utilized by each manager and the impact of each type of control on productivity.</p> <p>Interview a manager at a business with which you are familiar to determine what s/he controls and what types of control are utilized. Share your findings with the class.</p>
Resources Textbooks	<p>Ferrell, O.C., & Hirt, G.A. (1993). <i>Business: A changing world</i> (pp. 183-184, 296-299). Burr Ridge, IL: Irwin.</p> <p>Gatewood, R.D., Taylor, R.R., & Ferrell, O.C. (1995). <i>Management: Comprehension, analysis, and application</i> (pp. 646-669). Chicago: Irwin.</p>

Topic	Controlling
Performance Indicator	Identify routine activities for maintaining business facilities and equipment (MN:157)
Level	Specialist
SCANS	Resources 3; Information 5-7; Systems 15; Basic Skills 1-2,5-6; Thinking Skills 12; Personal Qualities 13
Objectives	<ul style="list-style-type: none"> a. Identify areas in a business that must be maintained on a regular basis. b. Explain the benefits to the customer of a well-maintained business. c. Explain the benefits to the company of a well-maintained business. d. Explain the factors to consider in maintaining a business facility.
Sample Activities	<p>Conduct a tour of your school to identify areas that require regular maintenance. Interview the principal and/or the janitor to determine what factors must be considered in maintaining each of those areas. Share your findings with the class.</p> <p>Describe a situation in which you visited a well-maintained business facility. Determine how that experience made you feel as a customer and the effects that those feelings had on the business. Share your findings with a classmate.</p> <p>Go on a class field trip to a local factory. Ask the person conducting the tour to point out any processes used to maintain the factory. Use the information to determine how customers benefit from the maintenance, and discuss your conclusions with the class.</p> <p>Imagine you are opening <i>Pressed For Time</i>, a dry-cleaning business that specializes in one-day service. Your business will operate next to a grocery store in a strip mall close to the freeway. Make a list of the areas in your business that will require regular and seasonal maintenance. Include the person or type of business who will carry out the maintenance next to each area. Share your findings with a classmate.</p>
Resources Textbooks	<p>Brown, B.J., & Clow, J.E. (1997). <i>Introduction to business: Our business and economic world: Teacher's wraparound edition</i> (pp. 155, 163). New York: Glencoe/McGraw-Hill.</p> <p>Everard, K.E., & Burrow, J.L. (1996). <i>Business principles and management</i> (10th ed.) [p. 643]. Cincinnati: South-Western.</p> <p>Meyer, E.C., & Allen, K.R. (1994). <i>Entrepreneurship and small business management</i> (pp. 243, 283, 287). New York: Glencoe/Macmillan/McGraw-Hill.</p> <p>Rue, L.W., & Byars, L.L. (1995). <i>Management skills and application</i> (7th ed.) [pp. 204-206]. Chicago: Irwin.</p>

Curriculum Guide Sheets

Section 3

Distribution

Topic	Nature and Scope
Performance Indicator	Explain the nature and scope of distribution (DS:001)
Level	Career-sustaining
SCANS	Resources 3; Information 5-7; Systems 15; Basic Skills 1-2,5-6; Thinking Skills 12
Objectives	<ul style="list-style-type: none"> a. Define the term distribution. b. Categorize distribution as being packaging, stock handling, transportation, warehousing, or inventory control. c. Explain the importance of distribution in marketing
Sample Activities	<p>Identify examples of distribution activities that take place at local businesses. Discuss similarities and differences across types of businesses and industries.</p> <p>Prepare a bulletin board/visual depicting distribution activities.</p> <p>Label distribution activities pictured in a handout provided by your teacher. Discuss the responses with the class.</p> <p>Compare and contrast the distribution activities of service businesses with those of manufacturers.</p> <p>Select one of the following topics, and write a description of the evolution of its distribution: oranges, ice cream, milk, CD players, computers, furniture, or seafood. Share the information with the class.</p>
Resources LAP	<p>Marketing Education Resource Center (1997). <i>Distribution</i> [Distribution LAP 1]. Columbus, OH: Author.</p> <p>Marketing Education Resource Center (1997). <i>Distribution: Instructor copy</i> [Distribution LAP 1]. Columbus, OH: Author.</p>
Textbooks	<p>Burrow, J., & Egglund, S. (1995). <i>Marketing foundations and functions</i> (pp. 465-472). Cincinnati: South-Western.</p> <p>Evans, J.R., & Berman, B. (1997). <i>Marketing</i> (7th ed.) [pp. 429-439]. Upper Saddle River, NJ: Prentice Hall.</p> <p>Everard, K.E., & Burrow, J.L. (1996). <i>Business principles and management</i> (10th ed.) [pp. 286-302]. Cincinnati: South-Western.</p> <p>Farese, L.S., Kimbrell, G., & Woloszyk, C.A. (1997). <i>Marketing essentials</i> (2nd ed.) [pp. 309-319, 323-333]. Mission Hills, CA: Glencoe/McGraw-Hill.</p> <p>Kotler, P., & Armstrong, G. (1997). <i>Marketing: An introduction</i> (4th ed.) [pp. 377-387]. Upper Saddle River, NJ: Prentice Hall.</p> <p>Wisner, B. (1996). <i>Applied marketing</i> (pp. 352-359). Upper Saddle River, NJ: Prentice Hall.</p>
Workbooks/ Manuals	<p>Turner, J., & Bottoms Maio, G. (1995). <i>Marketing in a global economy</i> (pp. 183-189). Cincinnati: South-Western.</p>

Video

RMI Media Productions (Producer). [1992]. *Physical distribution* [Videocassette]. Columbus, OH: Marketing Education Resource Center (Distributor).

Topic	Nature and Scope
Performance Indicator	Explain the nature of channels of distribution (DS:055)
Level	Career-sustaining
SCANS	Resources 3; Information 5-8; Systems 15; Basic Skills 1-2,5-6; Thinking Skills 9,12
Objectives	<ul style="list-style-type: none"> a. Define the following terms: channels of distribution, producer, ultimate consumer, industrial user, middlemen, intermediaries, retailers, wholesalers, agents, direct channels, and indirect channels. b. Identify types of channel members/intermediaries/middlemen. c. Explain the importance of middlemen in the channel of distribution. d. Describe types of channels for consumer goods and services. e. Describe types of channels for industrial goods and services.
Sample Activities	<p>Select a product of interest to you, and chart its distribution from the point of production to the final consumer/user.</p> <p>Given a list of businesses and their products, diagram the channels of distribution that would be used.</p> <p>Research a specific product's channel of distribution, and write a one-page paper identifying the channel and channel members and explaining its appropriateness for the product.</p> <p>Participate in a debate about direct vs. indirect channels of distribution.</p> <p>Select a product, determine its market size, and select the most appropriate channel of distribution for it. Discuss the recommendations with the class.</p>
Resources LAP	<p>Marketing Education Resource Center (1997). <i>Channels of distribution</i> [Marketing and Business LAP 3]. Columbus, OH: Author.</p> <p>Marketing Education Resource Center (1997). <i>Channels of distribution: Instructor copy</i> [Marketing and Business LAP 3]. Columbus, OH: Author.</p>
Textbooks	<p>Burrow, J., & Egglund, S. (1995). <i>Marketing foundations and functions</i> (pp. 447, 451-453). Cincinnati: South-Western.</p> <p>Churchill, G.A., Jr., & Peter, J.P. (1995). <i>Marketing: Creating value for customers</i> (pp. 466-479). Burr Ridge, IL: Irwin.</p> <p>Everard, K.E., & Burrow, J.L. (1996). <i>Business principles and management</i> (10th ed.) [pp. 286-293]. Cincinnati: South-Western.</p> <p>Farese, L.S., Kimbrell, G., & Woloszyk, C.A. (1997). <i>Marketing essentials</i> (2nd ed.) [pp. 308-315]. Mission Hills, CA: Glencoe/McGraw-Hill.</p> <p>Kotler, P., & Armstrong, G. (1997). <i>Marketing: An introduction</i> (4th ed.) [pp. 356-357]. Upper Saddle River, NJ: Prentice Hall.</p> <p>Mason, R.E., Rath, P.M., Husted, S.W., & Lynch, R.L. (1995). <i>Marketing practices and principles</i> (5th ed.) [pp. 299-304]. New York: Glencoe/Macmillan/McGraw-Hill.</p>

**Workbooks/
Manuals**

- Stephenson, H., & Otterson, D. (1995). *Marketing mastery: Your seven step guide to success* (pp. 113-118). Columbus, OH: Marketing Education Resource Center (Distributor).
- Turner, J., & Bottoms Maio, G. (1995). *Marketing in a global economy* (pp. 172-176). Cincinnati: South-Western.

Topic	Nature and Scope
Performance Indicator	Describe the use of technology in the distribution function (DS:054)
Level	Career-sustaining
SCANS	Resources 3; Information 5-8; Technology 18; Systems 15; Basic Skills 1-2, 5-6; Thinking Skills 12
Objectives	<ul style="list-style-type: none"> a. Identify ways that the use of technology impacts the distribution function. b. Explain specific applications of technology in distribution. c. Describe the impact of electronic data interchange (EDI) on the distribution function.
Sample Activities	<p>Visit a local business to observe its computerized inventory system. Discuss how the computerized system has affected stock handling, warehousing, inventory control, and shrinkage. Report the findings to the class.</p> <p>Research the evolution of bar coding/scanning. Write a one-page report of your findings.</p> <p>Talk with a businessperson about the use of EDI in her/his company. Find out how the system operates and how its use has affected the distribution function. Write a summary of your findings.</p> <p>Listen to a guest speaker discuss the relationship between technology and just-in-time inventory. Record the key points of the discussion.</p> <p>Analyze a school-based enterprise to identify ways in which technology affects its distribution activities. Compare your analysis with those of your classmates.</p>
Resources	
Textbooks	Farese, L.S., Kimbrell, G., & Woloszyk, C.A. (1997). <i>Marketing essentials</i> (2 nd ed.) [pp. 360-361]. Mission Hills, CA: Glencoe/McGraw-Hill.
Software/ Online	<p>Nichols, P. (1998). <i>Technology and distribution</i> [Online]. Available: http://www.newlink.on.ca/~wayneb/n950806.htm [2000, April 10].</p> <p>Peters, E. (1999). <i>The Changing face of distribution: How technology enables distribution</i> [Online]. Available: http://www.ascet.com/ascet/wp/wpPeters.html [2000, April 10].</p>

Topic	Nature and Scope
Performance Indicator	Explain legal considerations in distribution (DS:058)
Level	Specialist
SCANS	Information 5-8; Systems 15; Basic Skills 1-2,5-6; Thinking Skills 9,12
Objectives	<ol style="list-style-type: none"> Define the following terms: exclusive dealing, tying agreements, full-line forcing, and closed territories. Describe illegal distribution activities. Identify laws that govern distribution activities. Explain the impact of regulation on distribution activities.
Sample Activities	<p>Participate in a group activity to identify the federal and state laws that govern distribution of a product of interest to the group. Search the Internet to locate examples of violations to each of those regulations. Present the group's findings to the class.</p> <p>Select a country in which you would be interested in doing business, and research the country to identify legal considerations for importing/exporting to that country. Write a synopsis of your findings, and submit it to your teacher.</p>
Resources Textbooks	<p>Farese, L.S., Kimbrell, G., & Woloszyk, C.A. (1997). <i>Marketing essentials</i> (2nd ed.) [p. 317]. Mission Hills, CA: Glencoe/McGraw-Hill.</p> <p>Mason, R.E., Rath, P.M., Husted, S.W., & Lynch, R.L. (1995). <i>Marketing: Practices and principles</i> (5th ed.) [pp. 308-309]. New York: Glencoe/Macmillan/McGraw-Hill.</p>
Software/ Online	<p>Armentano, D. (1998). Antitrust and Microsoft. From <i>The free market</i> (September) [Online]. Available: http://www.independent.org/tii/news/9809Armentano.html [2000, April 11].</p> <p>James, R.A. (1999). <i>Antitrust aspects of drafting distributor agreements</i> [Online]. Available: http://www.pillsburylaw.com/articles/antitrust_aspects.html [2000, April 11].</p> <p>Tech Law Journal (1998). <i>Judge Bork's legal assessment of how Microsoft has violated antitrust laws</i> (April 21) [Online]. Available: http://techlawjournal.com/atr/80421bork.htm [2000, April 11].</p> <p>Teneron.com Corporation (1998). <i>Business law topics: Exclusive dealing</i> [Online]. Available: http://www.smartagreements.com/bltopics/Bltopi11.html [2000, April 11].</p> <p>Teneron.com Corporation (1998). <i>Business law topics: Exclusive rights</i> [Online]. Available: http://www.smartagreements.com/bltopics/Bltopi12.html [2000, April 11].</p>

Topic	Nature and Scope
Performance Indicator	Describe ethical considerations in distribution (DS:059)
Level	Specialist
SCANS	Information 5-8; Systems 15; Basic Skills 1-2,5-6; Thinking Skills 9,12; Personal Qualities 17
Objectives	<ol style="list-style-type: none"> Define the following terms: exploitation, coercion, gray market, and slotting allowance. Discuss reasons that marketers should not manipulate the availability of a product for the purpose of exploitation. Describe ethical issues associated with serving markets with low profit potential. Explain when ethical issues can arise in a distribution channel. Explain the ethical implications of the gray market on U.S. businesses. Describe how communication relates to distribution ethics.
Sample Activities	<p>Talk with a business partner about questionable practices that s/he has encountered in distribution. Examples might relate to manipulation of the availability of products, use of coercion, and exertion of undue influence over a channel member's decision about carrying a product. Write a summary of your findings, and present them to the class. As a group, draw conclusions about the nature of ethics in distribution and the frequency with which unethical practices occur.</p> <p>Search the Internet for a recent situation in which a business utilized unethical activities in distribution. Write a summary of the article, and present it to the class.</p> <p>Participate in a small group to develop a code of ethical practices in distribution for a school-based enterprise. Write an article about the code, and present it to a local/school newspaper.</p>
Resources Textbooks	<p>Burrow, J., & Eggland, S. (1995). <i>Marketing foundations and functions</i> (pp. 73-74, 728732). Cincinnati: South-Western Publishing Co.</p> <p>Evans, J.R., & Berman, B. (1997). <i>Marketing</i> (7th ed.) [pp. 247, 600-601]. Upper Saddle River, NJ: Prentice Hall.</p> <p>Farese, L.S., Kimbrell, G., & Woloszyk, C.A. (1997). <i>Marketing essentials</i> (2nd ed.) [p.248]. Mission Hills, CA: Glencoe/McGraw-Hill.</p>
Software/ Online	<p>Federal Trade Commission (1999). FTC official testifies before House Committee on slotting allowances [Online]. Available: http://www.ftc.gov/opa/1999/9910/slotting.htm [2000, April 11].</p> <p>Harper, R. (1999). Guest editorial: Net games and losses in online music and law. In <i>Imm Archive</i> [Online]. Available: http://www.immedia.com.au/im_m/archive/991026-181/guest.html [2000, April 11].</p> <p>The Better Business Bureau (No date). <i>Gray market goods</i> [Online]. Available: http://www.newyork.bbb.org/library/publications/subrep45.html [2000, April 11].</p>

Topic	Order Fulfillment
Performance Indicator	Explain the relationship between customer service and distribution (DS:029)
Level	Career-sustaining
SCANS	Information 5-8; Systems 15; Basic Skills 1-2,5-6; Thinking Skills 9,12; Personal Qualities 13,17
Objectives	<ol style="list-style-type: none"> Explain how customer service facilitates order processing. Identify actions that customer service can take to facilitate order processing. Describe the role of customer service in following up on orders.
Sample Activities	<p>Interview two people who have had experiences getting late delivery of products or have received the wrong products. Compare how the companies that shipped the products handled the situations. Find out the roles that customer service played in the situations. Share the information with a small group of students in your class.</p> <p>Develop a scenario in which distribution problems prevented getting the right products to the right place at the right time. Exchange scenarios with another student, and determine what you could do to remedy the situation.</p> <p>Conduct media-center or Internet research to find out the role that customer service played with late shipment/delivery of items ordered over the Internet when the volume of orders out-distanced the company's ability to meet demand or when the volume of orders was too great for technology to operate smoothly. Write a summary of the situation and how customer service was used to resolve the problems. Discuss your findings with the class.</p> <p>Conduct media-center or Internet research to compare the role of customer service in distribution for mail order, e-Commerce, and retail stores. Make a poster depicting the differences identified.</p> <p>Interview a businessperson to determine how customer service at the person's place of employment facilitates order processing. Find out the consequences of customers' not receiving the right product at the right place and time. Write a one-page paper sharing your findings.</p>
Resources	
Textbooks	<p>Burrow, J., & Eggland, S. (1995). <i>Marketing foundations and functions</i> (pp. 393-395, 703). Cincinnati: South-Western Publishing Co.</p> <p>Evans, J.R., & Berman, B. (1997). <i>Marketing</i> (7th ed.) [pp. 53-54, 429-430]. Upper Saddle River, NJ: Prentice Hall.</p> <p>Everard, K.E., & Burrow, J.L. (1996). <i>Business principles and management</i> (10th ed.) [pp. 289-290, 292-293]. Cincinnati: South-Western.</p>
Software/ Online	<p>InTelegeny Corporation (No date). <i>Case STUDY: Call center as direct sales channel grows market share, revenues</i> [Online]. Available: http://www.intelegy.com/html/case01.html [2000, April 11].</p>

Topic	Order Fulfillment
Performance Indicator	Prepare invoices (DS:030)
Level	Career-sustaining
SCANS	Information 5-8; Systems 15; Basic Skills 1-3,5-6; Thinking Skills 12; Personal Qualities 17
Objectives	<ul style="list-style-type: none"> a. Define the terms purchase order, invoice, packing slip, terms, extensions, and gross amount. b. Identify the components of an invoice. c. Calculate extensions on an invoice. d. Demonstrate how to prepare invoices.
Sample Activities	<p>Prepare invoices for a school-based enterprise or for your place of employment.</p> <p>Given a sample invoice, identify the components specified by the teacher.</p> <p>Calculate the total amount of a customer's invoice when given unit prices and quantities purchased.</p> <p>Given a completed invoice, determine its accuracy and completeness. Discuss your findings with the class.</p>
Resources	
Textbooks	<p>Bailey, L.J. (1997). <i>Working: Learning a living</i> (2nd ed.) [pp. 211-223]. Cincinnati: South-Western.</p> <p>Eisen, P.J. (1994). <i>Accounting</i> (3rd ed.). New York: Barron's Educational Series.</p> <p>Farese, L.S., Kimbrell, G., & Woloszyk, C.A. (1997). <i>Marketing essentials</i> (2nd ed.) [pp. 105-114]. Mission Hills, CA: Glencoe/McGraw-Hill.</p> <p>Meyer, E.C., & Allen, K.R. (1994). <i>Entrepreneurship and small business management</i> (pp. 56-67). New York: Glencoe/Macmillan/McGraw-Hill.</p>

Topic	Order Fulfillment
Performance Indicator	Use an information system for order fulfillment (DS:056)
Level	Career-sustaining
SCANS	Information 5-8; Systems 15; Basic Skills 1-2,5-6; Thinking Skills 12
Objectives	<ul style="list-style-type: none">a. Explain the role of information systems in creating channel efficiency.b. Describe how information systems can be used to track lost/late orders.c. Demonstrate procedures for using an information system for order-fulfillment.
Sample Activities	<p>Develop and use a spreadsheet for tracking orders for a school-based enterprise, for a DECA sales project, or for a school fund-raiser. Evaluate its usefulness in tracking orders.</p> <p>Talk with a business partner about the information system that is used for order fulfillment at her/his company. Ask if you can observe its use. Discuss the capabilities of the system. Write a synopsis of your findings.</p>
Resources Textbooks	Lewison, D. (1997). <i>Retailing</i> (6 th ed.) [pp. 586]. Saddle River, NJ: Prentice Hall.

Topic	Warehousing/Stock Handling
Performance Indicator	Explain the receiving process (DS:004)
Level	Career-sustaining
SCANS	Resources 3; Information 5-8; Systems 15; Basic Skills 1-3,5-6; Thinking Skills 9,12
Objectives	<ul style="list-style-type: none"> a. Identify the receiving process. b. Explain the importance of the receiving process to business operations. c. Explain the purpose of the receiving process. d. Describe receiving activities. e. Discuss the importance of accuracy in performing receiving activities.
Sample Activities	<p>Obtain copies of forms used in the receiving process by a local business. Compare the forms with those obtained by your classmates. Draw conclusions about essential information that should appear on the forms.</p> <p>Determine the receiving process used by a local business. Diagram the process, and discuss it with the class.</p>
Resources LAP	<p>Marketing Education Resource Center (1993). <i>Receiving process</i> [Distribution LAP 5]. Columbus, OH: Author.</p> <p>Marketing Education Resource Center (1993). <i>Receiving process: Instructor copy</i> [Distribution LAP 5]. Columbus, OH: Author.</p>
Textbooks	<p>Everard, K.E., & Burrow, J.L. (1996). <i>Business principles and management</i> (10th ed.) [pp. 316-317]. Cincinnati: South-Western.</p> <p>Farese, L.S., Kimbrell, G., & Woloszyk, C.A. (1997). <i>Marketing essentials</i> (2nd ed.) [pp. 353-357]. Mission Hills, CA: Glencoe/McGraw-Hill.</p>

Topic	Warehousing/Stock Handling
Performance Indicator	Explain shipping processes (DS:057)
Level	Career-sustaining
SCANS	Resources 3; Information 5-8; Systems 15; Basic Skills 1-3,5-6; Thinking Skills 9,12
Objectives	<ol style="list-style-type: none">Identify methods used by small businesses to ship products.Compare and contrast advantages/disadvantages of shipping methods.Explain considerations in selecting a shipping method.
Sample Activities	<p>Read shipping charts, and compare the charges and delivery times of three methods of shipment. Recommend how a variety of packages should be shipped to different locations. Discuss your recommendations with the class.</p> <p>Prepare a visual depicting how the car you currently drive or would like to drive would be shipped from the manufacturer to you. Display the visual in the classroom.</p> <p>Given a series of business scenarios involving shipping/delivering goods from producer to consumer or user, recommend the most appropriate shipping method for the situation. Discuss your responses with the class.</p>
Resources Textbooks	Farese, L.S., Kimbrell, G., & Woloszyk, C.A. (1997). <i>Marketing essentials</i> (2 nd ed.) [pp. 104-116. Mission Hills, CA: Glencoe/McGraw-Hill.

Topic	Warehousing/Stock Handling
Performance Indicator	Explain storing considerations (DS:013)
Level	Career-sustaining
SCANS	Resources 3; Information 5-8; Systems 15; Basic Skills 1-3,5-6; Thinking Skills 9,12
Objectives	<ol style="list-style-type: none"> Define the following terms: storage, susceptibility, and unstable. Identify what businesses use storage. Explain how storage adds utility to goods. Describe reasons for storing goods. Explain characteristics that are important to consider when deciding how to store goods.
Sample Activities	<p>Create a table with three columns that have the headings of "Materials/Goods," "Storage Location," and "Rationale." Use the table as you identify where five materials/goods are stored at your place of employment or at a school-based enterprise. Use the rationale column to record reasons that the storage location is appropriate/inappropriate. Discuss the completed table with the class.</p> <p>Given a list of materials/goods, recommend how the materials/goods should be stored, identifying special characteristics of the materials/goods to support your recommendations. Discuss your responses with the class.</p>
Resources	
Textbooks	Burrow, J.; & Egglund, S. (1995). <i>Marketing foundations and functions</i> (pp. 469-472). Cincinnati: South-Western Publishing Co.
Software/ Online	<p>Del-Jen, Inc. (2000). <i>Storage, shipping, and warehouse operations</i> [Online]. Available: http://www.del-jen.com/services/wrhsng.htm [2000, April 12].</p> <p>Department of Agriculture, Trade and Consumer Protection (2000). <i>Trade Practices Bureau: Public storage warehouse licensing program</i> [Online]. Available: http://datcp.state.wi.us/static/trade/trade3.htm [2000, April 12].</p>

Topic	Warehousing/Stock Handling
Performance Indicator	Explain the nature of warehousing (DS:032)
Level	Career-sustaining
SCANS	Resources 3; Information 5-8; Systems 15; Basic Skills 1-3,5-6; Thinking Skills 9,12
Objectives	<ul style="list-style-type: none"> a. Define the following terms: general product warehouse, cold-storage warehouse, bonded warehouses, special commodity warehouses, tank storage facilities, yard and ground storage facilities, and warehousing. b. Describe types of warehouses. c. Explain factors that affect the choice of warehouse.
Sample Activities	<p>Participate in a scavenger hunt to identify businesses in your community that use the following types of warehouses: general product, cold storage, bonded, special commodity, tank storage facilities, and yard and ground storage facilities. Make a list of your findings, and discuss them with the class.</p> <p>Imagine that you are opening a business that produces/sells tangible products. Determine the type of warehouse that you will need for your products. Participate in a small-group activity to discuss your ideas and provide a rationale for your choice.</p>
Resources Textbooks	<p>Brown, B.J., & Clow, J.E. (1997). <i>Introduction to business: Our business and economic world: Teacher's wraparound edition</i> (pp. 426-427). New York: Glencoe/McGraw-Hill.</p> <p>Evans, J.R., & Berman, B. (1997). <i>Marketing</i> (7th ed.) [pp. 438-439]. Upper Saddle River, NJ: Prentice Hall.</p> <p>Everard, K.E., & Burrow, J.L. (1996). <i>Business principles and management</i> (10th ed.) [p. 301]. Cincinnati: South-Western.</p> <p>Waters, C.D.J. (1992). <i>Inventory control and management</i> (pp. 242-244). Chichester, UK: John Wiley & Sons.</p> <p>Zikmund, W.G., Middlemist, R.D., & Middlemist, M.R. (1995) <i>Business: The American challenge for global competitiveness</i> (pp. 203, 357). Burr Ridge, IL: Irwin.</p>

Topic	Management of Distribution
Performance Indicator	Coordinate distribution with other marketing activities (DS:048)
Level	Specialist
SCANS	Resources 3; Information 5-8; Systems 15; Basic Skills 1-3,5-6; Thinking Skills 9,12
Objectives	<ul style="list-style-type: none"> a. Explain the importance of coordinating distribution with other marketing activities. b. Identify ways that computers are helping to coordinate distribution with other marketing activities. c. Describe aspects of distribution that should be coordinated with other marketing activities.
Sample Activities	<p>Given a list of upcoming activities at a school-based enterprise, determine what distribution activities will occur and how those activities relate to other marketing activities. Discuss your responses with the class.</p> <p>Identify the distribution activities of a school-based enterprise. Prepare a chart/visual showing how these activities can be coordinated with other marketing activities. Present the visual to the class.</p> <p>Brainstorm with classmates to identify the distribution activities in which a school-based enterprise engages. Determine how those activities can be coordinated with other marketing activities. Implement the coordination activities. Evaluate how well you coordinated the activities.</p>
Resources	
Textbooks	<p>Burrow, J., & Egglund, S. (1995). <i>Marketing foundations and functions</i> (pp. 11-12, 142, 284-285, 393-395, 444, 645). Cincinnati: South-Western Publishing Co.</p> <p>Evans, J.R., & Berman, B. (1997). <i>Marketing</i> (7th ed.) [pp. 33, 166-167, 174, 427-429, 654, 661]. Upper Saddle River, NJ: Prentice Hall.</p> <p>Kotler, P., & Armstrong, G. (1997). <i>Marketing: An introduction</i> (4th ed.) [pp. 549-550]. Upper Saddle River, NJ: Prentice Hall.</p>
Software/ Online	<p>Britannica.com (2000). <i>Marketing intermediaries: The distribution channel</i> [Online]. Available: http://www.britannica.com/bcom/eb/article/0/0,5716,118165+12+109821,00.html [2000, April 12].</p>

Topic	Management of Distribution
Performance Indicator	Explain the nature of channel-member relationships (DS:049)
Level	Specialist
SCANS	Resources 3; Information 5-8; Interpersonal 13; Systems 15; Basic Skills 1-3,5-6; Thinking Skills 9,12; Personal Qualities 17
Objectives	<ul style="list-style-type: none"> a. Define the terms horizontal conflict and vertical conflict. b. Describe the bases of power within a distribution channel. c. Explain channel leadership. d. Explain types of channel conflict. e. Describe ways to achieve channel cooperation.
Sample Activities	<p>Create two examples each of horizontal and vertical channel conflict. Share your examples with a small group of students, asking them to determine whether the examples represent horizontal or vertical conflict and to identify ways to resolve the conflict.</p> <p>Talk with a business partner about ways that his/her company works with other channel members to serve the target market. Record the key points of the discussion.</p> <p>Search the Internet to locate examples of vertical and horizontal conflict. Determine what you would have done to resolve the conflict. Write a brief paper about your findings and recommendations. Submit the paper to your instructor.</p> <p>Identify ways that a school-based enterprise can work cooperatively and profitably with channel members. Record your recommendations, and share them with the class. Compile the class's recommendations into a handout entitled "Our Guiding Principles," and give channel members a copy of it when establishing relationships.</p>
Resources	
Textbooks	<p>Burrow, J., & Egglund, S. (1995). <i>Marketing foundations and functions</i> (pp. 451-452). Cincinnati: South-Western Publishing Co.</p> <p>Evans, J.R., & Berman, B. (1997). <i>Marketing</i> (7th ed.) [pp. 19, 38, 414-429, 600-601]. Upper Saddle River, NJ: Prentice Hall.</p> <p>Kotler, P., & Armstrong, G. (1997). <i>Marketing: An introduction</i> (4th ed.) [pp. 372, 374-377]. Upper Saddle River, NJ: Prentice Hall.</p>
Software/ Online	<p>Franse, K. (2000). Channel power. In <i>VARBusiness</i> [Online]. Available: http://www.varbusiness.com/98pages/208cover.asp [2000, April 13].</p>

Curriculum Guide Sheets

Section 3

Financing

Topic	Nature and Scope
Performance Indicator	Explain the nature and scope of financing (FI:001)
Level	Career-sustaining
SCANS	Information 5-8; Systems 15; Basic Skills 1-2,5-6; Thinking Skills 12
Objectives	<ul style="list-style-type: none"> a. Describe the term financing. b. Describe the importance of financing to an organization. c. Identify financing activities in marketing. d. Describe the relationship of financing to the marketing functions.
Sample Activities	<p>Talk with a representative of the chamber of commerce to find out how financing relates to local business closures. Write a summary of your findings.</p> <p>Given a list of financing activities, identify those which pertain to the financing of marketing activities. Identify responses in class.</p> <p>Listen to a small-business owner or a representative from the Service Corps of Retired Executives (SCORE) or a Small Business Development Center discuss the importance of adequate financing for new and existing businesses.</p> <p>Given a case problem, identify and explain the impact of financing on other marketing functions. Discuss your responses with the class.</p>
Resources Textbooks	<p>Brown, B.J., & Clow, J.E. (1997). <i>Introduction to business: Our business and economic world: Teacher's wraparound edition</i> (pp. 240-242, 249-250). New York: Glencoe/McGraw-Hill.</p> <p>Burrow, J., & Egglund, S. (1995). <i>Marketing foundations and functions</i> (pp. 629-631). Cincinnati: South-Western.</p> <p>Everard, K.E., & Burrow, J.L. (1996). <i>Business principles and management</i> (10th ed.) [pp. 5, 244]. Cincinnati: South-Western.</p> <p>Mason, R.E., Rath, P.M., Husted, S.W., & Lynch, R.L. (1995). <i>Marketing practices and principles</i> (5th ed.) [pp. 501-507, 515-517]. New York: Glencoe, Macmillan/McGraw Hill.</p> <p>Perreault, W.D., Jr., & McCarthy, E.J. (1997). <i>Essentials of marketing: A global-managerial approach</i> (7th ed.) [pp. 441-446]. Chicago: Irwin.</p> <p>Wisner, B. (1996). <i>Applied marketing</i> (pp. 252-253). Upper Saddle River, NJ: Prentice Hall.</p>

Topic	Nature and Scope
Performance Indicator	Describe the use of technology in the financing function (FI:038)
Level	Specialist
SCANS	Information 5-8; Systems 15; Technology 18; Basic Skills 1-2,5-6; Thinking Skills 9,12
Objectives	<p>a. Identify ways that the use of technology impacts the financing function.</p> <p>b. Explain specific applications of technology in financing.</p>
Sample Activities	<p>Interview a bookkeeper or an accountant to obtain information about computer software that is used to maintain financial records. Determine the type of software used, and find out how its use has affected the person's work. Share your findings with a classmate.</p> <p>Interview an individual who works at a credit bureau to find out how technology has impacted credit reporting. Report your findings to the class.</p> <p>Interview an individual who works at a bank to find out how technology has affected how banks extend credit. Write a synopsis of your findings.</p> <p>Conduct an Internet search to locate information about the electronic transfer of funds. Write a summary of your findings.</p> <p>Write a brief paper about the impact of credit cards on marketing activities. Submit the paper to your teacher.</p>
Resources Textbooks	<p>Brown, B.J., & Clow, J.E. (1997). <i>Introduction to business: Our business and economic world: Teacher's wraparound edition</i> (pp. 567-568, 558-559). New York: Glencoe/McGraw-Hill.</p> <p>Eggland, S.A., Dlabay, L.R., Burrow, J.L., & Ristau, R.A. (2000). <i>Intro to business</i> (4th ed.) [pp. 338-351, 382, 501]. Cincinnati: South-Western Educational Publishing.</p> <p>Evans, J.R., & Berman, B. (1997). <i>Marketing</i> (7th ed.) [pp. 89, 334]. Upper Saddle River, NJ: Prentice Hall.</p>

Topic	Extending Credit
Performance Indicator	Explain the purposes and importance of credit (FI:002)
Level	Career-sustaining
SCANS	Information 5-8; Systems 15; Basic Skills 1-3,5-6; Thinking Skills 12
Objectives	<ul style="list-style-type: none"> a. Define the term credit. b. Describe types of credit commonly extended to credit users. c. Identify sources of credit. d. Describe costs associated with the extension of credit. e. Explain reasons that businesses extend credit. f. Describe the types of benefits credit users may receive from the use of credit. g. Describe legislation affecting the extension of credit.
Sample Activities	<p>Contact a local business to determine answers to the following:</p> <ul style="list-style-type: none"> a. What kinds of credit does the business extend to customers? Why? b. What kinds of credit does the business obtain to finance the organization? Why? c. What sources of credit do most customers use to finance their purchases? d. Why did the business opt to extend credit to customers? e. What benefits does the business receive from obtaining credit to finance its purchases? <p>Discuss your findings with the class.</p> <p>Given a series of scenarios, determine the most appropriate type of credit to use in each situation. Discuss your responses and rationale with the class.</p>
Resources	
LAP	<p>Marketing Education Resource Center (1999). <i>Credit and its importance</i> [Financing LAP 2]. Columbus, OH: Author.</p> <p>Marketing Education Resource Center (1996). <i>Credit and its importance: Instructor copy</i> [Financing LAP 2]. Columbus, OH: Author</p>
Textbooks	<p>Burrow, J., & Egglund, S. (1995). <i>Marketing foundations and functions</i> (pp. 642-643). Cincinnati: South-Western.</p> <p>Egglund, S.A., Dlabay, L.R., Burrow, J.L., & Ristau, R.A. (2000). <i>Intro to business</i> (4th ed.) [pp. 402-403, 410-433, 450]. Cincinnati: South-Western Educational Publishing.</p> <p>Jennings, M.M. (2000). <i>Business: Its legal, ethical and global environment</i> (5th ed.) [pp. 453, 472-481, 534]. Cincinnati: West Legal Studies in Business.</p> <p>Longenecker, J.G., Moore, C.W., & Petty, J.W. (2000). <i>Small business management: An entrepreneurial emphasis</i> (11th ed.) [pp. 123, 243-244, 246, 248-249, 298, 308-318, 554]. Cincinnati: South-Western.</p> <p>Mason, R.E., Rath, P.M., Husted, S.W., & Lynch, R.L. (1995). <i>Marketing practices and principles</i> (5th ed.) [pp. 241-249]. New York: Glencoe/Macmillan/McGraw-Hill.</p>

**Software/
Online**

Curriculum and Instructional Materials Center (Producer). [1999].
Fundamentals of merchandising and distribution, pricing, and credit
[Financing LAP 2: Presentation Software]. Marketing Education Resource
Center (Distributor).

Nolo.com (No date). *Consumer credit laws* [Online]. Available:
<http://www.nolo.com/encyclopedia/articles/sb/creditlaws.html> [2000,
May 30].

Curriculum Guide Sheets

Section 3

Marketing-Information Management

Topic	Nature and Scope
Performance Indicator	Describe the need for marketing information (IM:012)
Level	Career-sustaining
SCANS	Information 5-8; Systems 15; Basic Skills 1-2,5-6; Thinking Skills 12
Objectives	<ol style="list-style-type: none"> Define the terms facts, estimates, predictions, relationships, and marketing information. Identify types of information used in marketing decision making. Identify types of marketing information useful to marketers. Describe ways that marketers use marketing information. Explain the impact of marketing information on marketers.
Sample Activities	<p>Identify a current problem in marketing. Describe types of marketing information that could be obtained to resolve the problem. Discuss your findings and recommendations with the class.</p> <p>Brainstorm examples of information that you think a business owner would need to operate a business successfully. Project how the business would be affected if the information were unavailable.</p> <p>Listen to a panel of businesspeople discuss the types of marketing information that are useful to them and how they use the information.</p> <p>Using current business publications found in the media center, locate examples of how marketing information has affected businesses. Record the findings, and report them to the class.</p>
Resources Textbooks	<p>Burrow, J., & Egglund, S. (1995). <i>Marketing foundations and functions</i> (pp. 244-245, 671-675, 684-686). Cincinnati: South-Western.</p> <p>Churchill, G.A., Jr., & Peter, J.P. (1995). <i>Marketing: Creating value for customers</i> (pp. 194-197). Burr Ridge, IL: Irwin.</p> <p>Evans, J.R., & Berman, B. (1997). <i>Marketing</i> (7th ed.) [p. 79]. Upper Saddle River, NJ: Prentice Hall.</p> <p>Farese, L.S., Kimbrell, G., & Woloszyk, C.A. (1997). <i>Marketing essentials</i> (2nd ed.) [pp. 424-429]. Mission Hills, CA: Glencoe/McGraw-Hill.</p> <p>Husted, S.W., Varble, D., & Lowry, J.R. (1993). <i>Marketing fundamentals</i> (pp. 66-67). Albany, NY: Delmar.</p> <p>Kotler, P., & Armstrong, G. (1997). <i>Marketing: An introduction</i> (4th ed.) [pp. 105-112]. Upper Saddle River, NJ: Prentice-Hall.</p> <p>Mason, R.E., Rath, P.M., Husted, S.W., & Lynch, R.L. (1995). <i>Marketing practices and principles</i> (5th ed.) [pp. 163-168]. New York: Glencoe, Macmillan/McGraw Hill.</p> <p>Perreault, W.D., Jr., & McCarthy, E.J. (1997). <i>Essentials of marketing: A global-managerial approach</i> (7th ed.) [pp. 124-126]. Chicago: Irwin.</p> <p>Wisner, B. (1996). <i>Applied marketing</i> (pp. 96-98). Upper Saddle River, NJ: Prentice Hall.</p> <p>Zikmund, W.G., & d'Amico, M. (1999). <i>Marketing</i> (6th ed.) [pp. 129-130]. Cincinnati: South-Western College Publishing.</p>

Topic	Nature and Scope
Performance Indicator	Explain the nature and scope of the marketing-information management function (IM:001)
Level	Specialist
SCANS	Information 5-8; Systems 15; Basic Skills 1-2,5-6; Thinking Skills 12
Objectives	<ol style="list-style-type: none"> Define the following terms: marketing information, marketing-information management system, and marketing research. Describe the need of marketing information. Classify types of marketing information as primary or secondary. Describe the types of information marketers should obtain. Categorize internal sources of marketing information. Discuss external sources of marketing information. Explain why marketers should collect information. Describe the characteristics of useful marketing information. Describe reasons that marketers need to gather accurate information. Explain the functions of a marketing-information management system. Contrast marketing research with a marketing-information system. Describe the use of a marketing-information system. Explain the benefits of a marketing-information management system. Discuss the requirements of a marketing-information management system. Explain the role of marketing-information management in marketing. Describe limitations of marketing-information management systems.
Sample Activities	<p>Visit a business that maintains a marketing-information management system. Determine what components make up the system and how these components work together. Write a brief paper about your findings.</p> <p>Participate in a group activity to differentiate between marketing research and marketing-information management systems. Share the group's comments with the class.</p>
Resources LAP	<p>Marketing Education Resource Center (1995). <i>Marketing information management</i> [Marketing-Information Management LAP 2]. Columbus, OH: Author.</p> <p>Marketing Education Resource Center (1996). <i>Marketing information management: Instructor copy</i> [Marketing-Information Management LAP 2]. Columbus, OH: Author.</p>

Textbooks

- Burrow, J., & Egglund, S. (1995). *Marketing foundations and functions* (pp. 246-247, 676). Cincinnati: South-Western.
- Churchill, G.A., Jr., & Peter, J.P. (1995). *Marketing: Creating value for customers* (pp. 218-219). Burr Ridge, IL: Irwin.
- Evans, J.R., & Berman, B. (1997). *Marketing* (7th ed.) [pp. 80-86]. Upper Saddle River, NJ: Prentice Hall.
- Farese, L.S., Kimbrell, G., & Woloszyk, C.A. (1997). *Marketing essentials* (2nd ed.) [pp. 422-423]. Mission Hills, CA: Glencoe/McGraw-Hill.
- Husted, S.W., Varble, D., & Lowry, J.R. (1993). *Marketing fundamentals* (pp. 82-83). Albany, NY: Delmar.
- Kotler, P., & Armstrong, G. (1997). *Marketing: An introduction* (4th ed.) [pp. 106-112]. Upper Saddle River, NJ: Prentice Hall.
- Mason, R.E., Rath, P.M., Husted, S.W., & Lynch, R.L. (1995). *Marketing practices and principles* (5th ed.) [pp. 163-169, 173-183, 187-189]. New York: Glencoe/Macmillan/McGraw-Hill.
- Perreault, W.D., Jr., & McCarthy, E.J. (1997). *Essentials of marketing: A global-managerial approach* (7th ed.) [pp. 124-125]. Chicago: Irwin.
- Zikmund, W.G., & d'Amico, M. (1999). *Marketing* (6th ed.) [pp. 301, 320, 523]. Cincinnati: South-Western College Publishing.

**Workbooks/
Manuals**

- Frigstad, D.B. (1995). *Know your market: How to do low-cost market research* (pp. 3-4, 137-150). Grants Pass, OR: The Oasis Press/PSI Research.
- Hutt, R.W., & Stull, W.A. (1992). *Marketing: An introduction* (2nd ed.) [pp. 29-30, 82-86, 94-96]. Cincinnati: South-Western.

Topic	Nature and Scope
Performance Indicator	Explain the role of ethics in marketing-information management (IM:025)
Level	Specialist
SCANS	Information 5-8; Systems 15; Basic Skills 1-2,5-6; Thinking Skills 9,12; Personal Qualities 17
Objectives	<ul style="list-style-type: none"> a. Describe the importance of credibility and objectivity in marketing-information management. b. Explain why the integrity of the marketing information must be protected. c. Explain types of ethical conflicts in marketing-information management. d. Discuss ethical issues associated with obtaining information about competitors. e. Describe ethical issues created by the use of technology in data collection.
Sample Activities	<p>Given a series of marketing-information management case studies, determine the ethical violations involved in collecting, analyzing, and using data. Discuss your responses with the class.</p> <p>Search the Internet to locate articles about businesses that have ethical violations in managing marketing information. Write a summary of your findings, identifying the nature of the violations and their impact.</p> <p>Search the Internet to locate information about the use of “cookies” to collect information from computers. Participate in a debate about the ethical pros and cons associated with “cookie” usage.</p>
Resources	
Textbooks	<p>Burrow, J., & Egglund, S. (1995). <i>Marketing foundations and functions</i> (pp. 732-733). Cincinnati: South-Western Publishing Co.</p> <p>Crask, M., Fox, R.J., & Stout, R.G. (1995). <i>Marketing research</i> (pp. 18-21). Englewood Cliffs, NJ: Prentice Hall.</p> <p>Evans, J.R., & Berman, B. (1997). <i>Marketing</i> (7th ed.) [p. 90]. Upper Saddle River, NJ: Prentice Hall.</p> <p>Kotler, P., & Armstrong, G. (1997). <i>Marketing: An introduction</i> (4th ed.) [pp. 132-133]. Upper Saddle River, NJ: Prentice Hall.</p>
Software/ Online	Qualitative Research Consultants Association (No date). <i>QRCA code of member ethics</i> [Online]. Available: http://www.qrca.org/ethics.htm [2000, May 30].

Topic	Nature and Scope
Performance Indicator	Describe the use of technology in the marketing-information management function (IM:183)
Level	Specialist
SCANS	Information 5-8; Systems 15; Technology 18; Basic Skills 1-2,5-6; Thinking Skills 12
Objectives	<ol style="list-style-type: none"> Identify ways that the use of technology impacts the marketing-information management function. Explain specific applications of technology in marketing-information management. Explain the use of “cookies” to collect marketing information.
Sample Activities	<p>Imagine that your company has recently acquired Internet access on its computers. Prepare a list of ways that your company can use the Internet to assist with the marketing-information management function.</p> <p>Find out how businesses utilize e-mail for conducting surveys. Discuss your findings with the class.</p> <p>Analyze your place of employment to determine how the business is using technology in marketing-information management. Discuss your observations with the class, compiling a list of uses identified by classmates. Share the list with your employer.</p>
Resources Textbooks	<p>Evans, J.R., & Berman, B. (1997). <i>Marketing</i> (7th ed.) [pp. 80-87, 103]. Upper Saddle River, NJ: Prentice Hall.</p> <p>Farese, L.S., Kimbrell, G., & Woloszyk, C.A. (1997). <i>Marketing essentials</i> (2nd ed.) [pp. 422-423]. Mission Hills, CA: Glencoe/McGraw-Hill.</p> <p>Hair, J.F., Jr., Bush R.P., & Ortinau, D.J. (2000). <i>Marketing research: A practical approach for the new millennium</i> (pp. 182-185). Boston: Irwin McGraw-Hill.</p> <p>Kotler, P., & Armstrong, G. (1997). <i>Marketing: An introduction</i> (4th ed.) [pp. 25, 106-107]. Upper Saddle River, NJ: Prentice Hall.</p> <p>Mason, R.E., Rath, P.M., Husted, S.W., & Lynch, R.L. (1995). <i>Marketing: Practices and principles</i> (5th ed.) [pp. 164, 186-197]. New York: Glencoe/Macmillan/McGraw-Hill.</p> <p>Perreault, W.D., Jr., & McCarthy, E.J. (1997). <i>Essentials of marketing: A global-managerial approach</i> (7th ed.) [pp. 124-126]. Chicago: Irwin.</p>
Workbooks/ Manuals	Frigstad, D.B. (1995). <i>Know your market: How to do low-cost market research</i> (pp. 1-3, 11, 13-23, 31, 36, 150). Grants Pass, OR: The Oasis Press/PSI Research.

**Software/
Online**

- Heim, J., & Fryer, B. (1997). More accessible Web pages; Are cookies good for you?; Find doctors online. In *PC World* (Jan 1). [Online]. Available: <http://www.britannica.com/bcom/magazine/article/0,5744,7657,00.html> [2000, April 14].
- Microsoft Office Developer Web Forum (2000) [Online]. Available: <http://www.microsoft.com/OfficeDev/Cases/TRILOGIC.HTM> [2000, April 18].
- Powerhouse Technologies, Inc. (1999). *Marketing information management system* (MIMS) [Online]. Available: http://www.awii.com/marketlink_mims.asp [2000, April 18].

Topic	Information Gathering
Performance Indicator	Identify information monitored for marketing decision making (IM:184)
Level	Specialist
SCANS	Information 5-8; Systems 15; Basic Skills 1-2,5-6; Thinking Skills 8-9,12
Objectives	<ol style="list-style-type: none"> Define the following terms: request and complaint reports, lost sales reports, call reports, and activity reports. Explain information contained in sales and expense reports that is monitored for marketing decision making. Describe information in reports provided by salespeople that is monitored for use in marketing decision making. Discuss information about customers that is monitored for marketing decision making. Explain information about competitors that is monitored for marketing decision making. Demonstrate procedures for identifying information to monitor for marketing decision making.
Sample Activities	<p>Talk with a businessperson about how her/his business monitors competitors' activities. Find out what activities are monitored and what techniques are used to monitor them. Discuss how web sites are being used to monitor competitors. Write a one-page report of your findings.</p> <p>Search the Web to find a database of information that would be useful for marketing decision making. Record the URL, the types of information available. Discuss how the information could be used to make marketing decisions.</p> <p>Examine the information on a POS terminal receipt. Identify the information that is being monitored. Discuss how that information affects marketing decision making.</p> <p>Talk with a businessperson whose company has a web site. Find out what, if any, information on the web site is being monitored that affects marketing decision making. Report your findings to the class.</p> <p>Participate in a small-group activity to identify information that could be monitored for marketing decision making in a school-based enterprise. Present the group's ideas to the class. Select two ideas to implement for a week. Examine the information obtained, and discuss what decisions can/should be made.</p>
Resources Textbooks	<p>Burrow, J., & Eggland, S. (1995). <i>Marketing foundations and functions</i> (pp. 244-245). Cincinnati: South-Western Publishing Co.</p> <p>Farese, L.S., Kimbrell, G., & Woloszyk, C.A. (1997). <i>Marketing essentials</i> (2nd ed.) [pp. 434, 439-440]. Mission Hills, CA: Glencoe/McGraw-Hill.</p>

Topic	Information Gathering
Performance Indicator	Describe sources of secondary data (IM:011)
Level	Specialist
SCANS	Information 5-8; Systems 15; Basic Skills 1-2,5-6; Thinking Skills 12
Objectives	<ol style="list-style-type: none"> Define the term secondary data. Identify sources of internal records. Describe the advantages and disadvantages of using internal sources of secondary data. Explain reasons that business need external data. Describe how businesses might use sources of external data. Explain sources of external data. Describe types of information available from external sources.
Sample Activities	<p>Identify three internal sources and three external sources of marketing information for your place of employment. Discuss the nature of the information that can be obtained from each source.</p> <p>Given a listing of secondary data sources, categorize them as internal or external sources. Discuss your responses with the class.</p> <p>Given a series of marketing problems, recommend sources of secondary data that could be accessed for information to help resolve the problems.</p>
Resources	
Textbooks	<p>Burrow, J., & Eggland, S. (1995). <i>Marketing foundations and functions</i> (pp. 249). Cincinnati: South-Western Publishing Co.</p> <p>Evans, J.R., & Berman, B. (1997). <i>Marketing</i> (7th ed.) [pp. 91-93]. Upper Saddle River, NJ: Prentice Hall.</p> <p>Farese, L.S., Kimbrell, G., & Woloszyk, C.A. (1997). <i>Marketing essentials</i> (2nd ed.) [pp. 433, 435]. Mission Hills, CA: Glencoe/McGraw-Hill.</p> <p>Kotler, P., & Armstrong, G. (1997). <i>Marketing: An introduction</i> (4th ed.) [pp. 116-118, 129]. Upper Saddle River, NJ: Prentice Hall.</p> <p>Perreault, W.D., Jr., & McCarthy, E.J. (1997). <i>Essentials of marketing: A global-managerial approach</i> (7th ed.) [pp. 129-130]. Chicago: Irwin.</p> <p>Zikmund, W.G., & d'Amico, M. (1999). <i>Marketing</i> (6th ed.) [pp. 130, 138, 139-140]. Cincinnati: South-Western College Publishing.</p>
Software/ Online	<p>CCH Inc. (No date). <i>External secondary market research</i> [Online]. Available: http://www.toolkit.cch.com/text/P03_3011.asp [2000, May 30].</p> <p>CCH Inc. (No date). <i>Internal secondary market research</i> [Online]. Available: http://www.toolkit.cch.com/text/P03_3020.asp [2000, May 30].</p> <p>CCH Inc. (No date). <i>Secondary market research</i> [Online]. Available: http://www.toolkit.cch.com/text/P03_3010.asp [2000, May 30].</p>

Topic	Information Gathering
Performance Indicator	Search the Internet for marketing information (IM:185)
Level	Specialist
SCANS	Information 5-8; Systems 15; Basic Skills 1-3,5-6; Thinking Skills 8-9,12
Objectives	<ol style="list-style-type: none">Explain the importance of the Internet as a source of secondary marketing information.Identify frequently accessed Internet databases that contain marketing information.Explain the use of online services for obtaining marketing information.Discuss the strengths and limitations of using electronic databases to obtain marketing information.Identify online service providers frequently accessed for marketing information.Describe steps for developing a search strategy.Implement strategy for searching the Internet for marketing information.
Sample Activities	<p>Imagine that your company is planning to sell its products internationally. Search the Internet for information about countries that would be the best targets for the expansion (e.g., www.census.gov/ipc/www/idbnew.html). Discuss your findings with a classmate.</p> <p>Read articles in business publications about the types of marketing information that businesses are able to collect off the Internet. Write a summary of the articles, and submit it to your teacher.</p> <p>Search the Web to locate information about a competitor, the competitor's products, and the competitor's promotional efforts. Write a summary of your findings.</p> <p>Imagine that your student organization is planning to purchase gifts for business partners. Search the Web to locate providers of specialty advertising. Compile a list of names and contact information.</p> <p>Search the Web for information about a selected target market. Write a one-page summary of your findings.</p>

Resources
Textbooks

- Cateora, P.R., & Graham, J.L. (1999). *International marketing* (pp. 209-211, 222-223, 326-327). Boston: Irwin McGraw-Hill.
- Churchill, G.A., Jr., & Peter, J.P. (1998). *Marketing: Creating value for customers* (2nd ed.) [pp. 131-132, 481-483]. Burr Ridge, IL: Irwin McGraw-Hill.
- Evans, J.R., & Berman, B. (1997). *Marketing* (7th ed.) [pp. 249, 537-538, 549]. Upper Saddle River, NJ: Prentice Hall.
- Hair, J.F., Jr., Bush, R.P., & Ortinau, D.J. (2000). *Marketing research: A practical approach for the new millennium* (pp. 121, 140-141). Boston: Irwin McGraw-Hill.
- Hanson, W. (2000). *Principles of Internet marketing* (pp. 57-58, 245-246, 417). Cincinnati: South-Western College Publishing.
- Johansson, J. (2000). *Global marketing* (2nd ed.) [pp. 525, 530-534]. Boston: Irwin McGraw-Hill.
- McDonald, W.J. (1998). *Direct marketing: An integrated approach* (p. 85). Boston: Irwin McGraw-Hill.
- Sudman, S., & Blair, E. (1998). *Marketing research: A problem-solving approach* (pp. 15, 669, 671, 672-674). Boston: McGraw-Hill.
- Zikmund, W.G., & d'Amico, M. (1999). *Marketing* (6th ed.) [pp. 138, 140-141, 143]. Cincinnati: South-Western College Publishing.

**Workbooks/
Manuals**

- Bangs, D.H., Jr. (1998). *The market planning guide* (5th ed.) [pp. 213-232]. Columbus, OH: Marketing Education Resource Center (Distributor).

**Software/
Online**

- Edmundson, B. (1997). The wired bunch in *American Demographics* (June) [Online]. Available: <http://www.britannica.com/bcom/magazine/article/0,5744,9742,00.html> [2000, May 10].
- Niles, R. (No date). *Finding data on the Internet* [Online]. Available: <http://www.robertniles.com/data/> [2000, May 30].
- Siegal, D. (2000, April 17). *The Internet: Your best source for customer information* [Online]. Available: <http://www.salesdoctors.com/surgery/4inet27.htm> [2000, May 30].
- Wang, J. (No date). The web has marketing information for small businesses if you know where to look. *The Small Business Journal* [Online]. Available: <http://www.tsbj.com/editorial/02090408.htm> [2000, June 1].

Topic	Information Gathering
Performance Indicator	Monitor internal records for marketing information (IM:186)
Level	Specialist
SCANS	Information 5-8; Systems 15; Basic Skills 1-3,5-6; Thinking Skills 8-9,12
Objectives	<ol style="list-style-type: none"> Describe techniques for monitoring internal records for marketing information. Explain guidelines for monitoring internal records for marketing information (what records to monitor, who will monitor them, how often they will be monitored). Demonstrate procedures for monitoring internal records for marketing information.
Sample Activities	<p>Analyze vendor records of a school-based enterprise to determine the vendors with the best and worst terms of sale, record for on-time delivery, and response to problem orders. Collaborate with a classmate to identify implications of the information for the school-based enterprise.</p> <p>Analyze the sales records obtained from a school-based enterprise's POS system, and determine the top three best-sellers and the bottom three best-sellers. Discuss implications of this information with classmates.</p> <p>Analyze sales records of a business for which you work to determine the most profitable day and time for sales. Discuss the impact of this information on the business.</p> <p>Analyze sales records to determine the average sales of the salespeople at the business for which you work. Determine when sales are highest. Summarize the information, and account for variations in sales levels.</p>
Resources Textbooks	<p>Burrow, J., & Eggland, S. (1995). <i>Marketing foundations and functions</i> (pp. 677-681). Cincinnati: South-Western Publishing Co.</p> <p>Churchill, G.A., Jr., & Peter, J.P. (1998). <i>Marketing: Creating value for customers</i> (2nd ed.) [p. 116]. Burr Ridge, IL: Irwin McGraw-Hill.</p> <p>Farese, L.S., Kimbrell, G., & Woloszyk, C.A. (1997). <i>Marketing essentials</i> (2nd ed.) [p. 435]. Mission Hills, CA: Glencoe/McGraw-Hill.</p> <p>Hair, J.F., Jr., Bush, R.P., & Ortinau, D.J. (2000). <i>Marketing research: A practical approach for the new millennium</i> (pp. 95-97, 112). Boston: Irwin McGraw-Hill.</p> <p>Kotler, P., & Armstrong, G. (1997). <i>Marketing: An introduction</i> (4th ed.) [pp. 107-108]. Upper Saddle River, NJ: Prentice Hall.</p> <p>Mason, R.E., Rath, P.M., Husted, S.W., & Lynch, R.L. (1995). <i>Marketing: Practices and principles</i> (5th ed.) [p. 173]. New York: Glencoe/Macmillan/McGraw-Hill.</p> <p>Sudman, S., & Blair, E. (1998). <i>Marketing research: A problem-solving approach</i> (pp. 74, 77-79). Boston: McGraw-Hill.</p>

Topic	Information Gathering
Performance Indicator	Collect marketing information from others (e.g., customers, staff, vendors) (IM:187)
Level	Specialist
SCANS	Information 5-8; Systems 15; Basic Skills 1-3,5-6; Thinking Skills 8-9,12
Objectives	<ul style="list-style-type: none"> a. Discuss the importance of collecting information from others. b. Describe ways of reporting information collected from others. c. Explain guidelines for determining the types of information to collect from others. d. Implement procedures for collecting information from others.
Sample Activities	<p>Identify a marketing problem at your place of employment, and determine who could provide insight into problem resolution. With the permission of your supervisor, collect information. Compare the findings across groups of people identified. Write a one-page paper about the problem, how information was collected, and what differences were found in responses from different groups of people.</p> <p>Brainstorm with classmates the nature of marketing information that can be obtained from the staff of a school-based enterprise. Discuss ways to collect the information, and collect it. Determine changes that could be made to the collection process.</p> <p>Participate in a class discussion about information that could be collected from the customers of a school-based enterprise. Decide how the information could be collected, and collect the information. Discuss ways to improve the collection process.</p> <p>Determine the information that can be obtained from the vendors used by a school-based enterprise. Discuss ways to collect the information, and collect it. With the class, discuss ways to improve the quality and amount of information obtained.</p>
Resources	
Textbooks	<p>Churchill, G.A., Jr., & Peter, J.P. (1995). <i>Marketing: Creating value for customers</i> (pp. 195-205). Burr Ridge, IL: Irwin McGraw-Hill.</p> <p>Farese, L.S., Kimbrell, G., & Woloszyk, C.A. (1997). <i>Marketing essentials</i> (2nd ed.) [pp. 433-439]. Mission Hills, CA: Glencoe/McGraw-Hill.</p>
Software/ Online	<p>Business Open Learning Archive (1999). <i>Purpose of marketing research</i> [Online]. Available: http://sol.brunel.ac.uk/~jarvis/bola/marketing/mktquestions.html [2000, May 10].</p> <p>Business Owners Toolkit (2000). <i>Market and marketing data</i> [Online]. Available: http://www.toolkit.cch.com/text/p02_4331.asp [2000, May 10].</p> <p>Business Owners Toolkit (2000). <i>Primary market research</i> [Online]. Available: http://www.toolkit.cch.com/text/p03_3100.asp [2000, May 10].</p>

Topic	Information Gathering
Performance Indicator	Conduct an environmental scan to obtain marketing information (IM:188)
Level	Specialist
SCANS	Information 5-8; Systems 15; Basic Skills 1-3,5-6; Thinking Skills 8-9,12
Objectives	<ul style="list-style-type: none"> a. Define the term environmental scanning. b. Identify environments that businesses should scan to obtain marketing information. c. Discuss the purpose of environmental scanning. d. Explain procedures for conducting environmental scans. e. Demonstrate procedures for environmental scanning.
Sample Activities	<p>Conduct an environmental scan of a business of your choice to identify the ways in which economic, legal, political, socioeconomic, global, and technological environments are currently impacting the business. Make a five-minute presentation of your findings.</p> <p>Identify a business that you would like to start, and determine what environments will have the greatest impact on the business. Write a brief paper explaining what information can be obtained by scanning those environments. Submit the paper to your teacher.</p> <p>Scan the environment of a school-based enterprise to determine competitors' offerings and prices. Determine whether changes are needed to respond to competitive activities. Discuss the importance of this information to the enterprise.</p>
Resources Textbooks	<p>Churchill, G.A., Jr., & Peter, J.P. (1998). <i>Marketing: Creating value for customers</i> (2nd ed.) [pp. 28-30]. Burr Ridge, IL: Irwin McGraw-Hill.</p> <p>Crask, M., Fox, R.J., & Stout, R.G. (1995). <i>Marketing research</i> (pp. 101-109). Englewood Cliffs, NJ: Prentice Hall.</p> <p>Hair, J.F., Jr., Bush, R.P., & Ortinau, D.J. (2000). <i>Marketing research: A practical approach for the new millennium</i> (pp. 185, 654). Boston: Irwin McGraw-Hill.</p> <p>Sudman, S., & Blair, E. (1998). <i>Marketing research: A problem-solving approach</i> (pp. 13, 111-114). Boston: McGraw-Hill.</p> <p>Zikmund, W.G., & d'Amico, M. (1999). <i>Marketing</i> (6th ed.) [pp. 43-44]. Cincinnati: South-Western College Publishing.</p>
Software/ Online	<p>Business Owners Toolkit (No date). <i>Analyzing the market environment</i> [Online]. Available: http://www.toolkit.cch.com/text/P03_2000.asp [2000, May 10].</p>

Topic	Information Gathering
Performance Indicator	Explain the nature of marketing research in a marketing-information management system (IM:010)
Level	Specialist
SCANS	Information 5-8; Systems 15; Basic Skills 1-3,5-6; Thinking Skills 8-9,12
Objectives	<ul style="list-style-type: none"> a. Define the following terms: marketing research, secondary research, primary research, personal interview, mail interview, telephone interview, questionnaire and focus group. b. Identify characteristics of effective marketing research. c. Describe the importance of marketing research. d. Explain how marketing research is carried out. e. Explain the uses of marketing research. f. Describe shortcomings of marketing research. g. Describe types of marketing research objectives. h. Describe the contents of a research plan or design. i. Classify types of marketing research data. j. Distinguish between internal and external sources of data. k. Describe types of data collection methods. l. Explain how data can be analyzed. m. Describe steps in the marketing research process.
Sample Activities	<p>Determine the types of marketing-research activities being conducted by local businesses. Discuss your findings with the class. Contrast the marketing-research activities of large businesses with those of small businesses. Write a synopsis of your findings.</p> <p>Read marketing-research cases provided by your teacher, and classify the activities as primary or secondary research. Identify the research methods used in each case, and determine their appropriateness for the situation. Discuss your responses with the class.</p> <p>Select a controversial topic for which marketing information cannot be collected through the use of surveys. Recommend a technique to collect information that would be appropriate for the situation and that would provide usable data on which business decisions could be based. Discuss your recommendations with the class.</p> <p>Read a marketing-research report provided by your teacher, and identify the following aspects of the marketing-research process:</p> <ul style="list-style-type: none"> a. Reason for the research b. Objective of the research: exploration, definition, testing, or prediction c. Amount of data collected d. Sources of the data e. Data collection methods used f. Techniques used to analyze the data g. Recommendations h. Opinions about the results of the research: Did the researcher take the right approach to answer the questions? Were the data useful? How did the business use the data? <p>Discuss your findings with the class.</p>

Resources**LAP**

Marketing Education Resource Center (1996). *Nature of marketing research* [Information Management LAP 5]. Columbus, OH: Author

Marketing Education Resource Center (1996). *Nature of marketing research: Instructor copy* [Information Management LAP 5]. Columbus, OH: Author

Textbooks

Burrow, J., & Eggland, S. (1995). *Marketing foundations and functions* (pp. 256-261, 664-671, 676-684). Cincinnati: South-Western Publishing Co.

Evans, J.R., & Berman, B. (1997). *Marketing* (7th ed.) [pp. 66, 67, 81, 87-88, 95]. Upper Saddle River, NJ: Prentice Hall.

Farese, L.S., Kimbrell, G., & Woloszyk, C.A. (1997). *Marketing essentials* (2nd ed.) [pp. 420-431]. Mission Hills, CA: Glencoe/McGraw-Hill.

Kotler, P., & Armstrong, G. (1997). *Marketing: An introduction* (4th ed.) [pp. 109, 113-114]. Upper Saddle River, NJ: Prentice Hall.

Mason, R.E., Rath, P.M., Husted, S.W., & Lynch, R.L. (1995). *Marketing practices and principles* (5th ed.) [pp. 163-169, 173-183, 187-195]. New York: Glencoe/Macmillan/ McGraw-Hill.

Perreault, W.D., Jr., & McCarthy, E.J. (1997). *Essentials of marketing: A global-managerial approach* (7th ed.) [pp. 129-131, 138-140]. Chicago: Irwin.

Zikmund, W.G., & d'Amico, M. (1999). *Marketing* (6th ed.) [pp. 301, 320, 523]. Cincinnati: South-Western College Publishing.

**Workbooks/
Manuals**

Frigstad, D.B. (1995). *Know your market: How to do low-cost market research* (pp. 47-53, 56-59, 60-66). Grants Pass, OR: The Oasis Press/PSI Research.

**Software/
Online**

CCH Inc. (No date). *Market research* [Online]. Available: http://www.toolkit.cch.com/text/P03_3000.asp [2000, May 30].

McNamara, C. (No date). *Market research* [Online]. Available: http://www.mapnp.org/library/mrktng/mk_rsrch/mk_rsrch.htm [2000, May 30].

Topic	Information Processing
Performance Indicator	Describe techniques for processing marketing information (IM:062)
Level	Specialist
SCANS	Information 5-8; Systems 15; Basic Skills 1-3,5-6; Thinking Skills 8-9,12
Objectives	<ol style="list-style-type: none"> Explain the need for physical inspection of paper-based marketing data. Identify questions to ask when screening initial data. Discuss actions that can be taken with incomplete records. Describe the role of coding in processing marketing information. Explain generally accepted coding principles. Discuss the importance of editing coded information. Describe data-entry options. Compare the processing of paper-based marketing information with that of computer-based marketing information. Explain the importance of using a codebook to describe data and to indicate where and how they can be accessed.
Sample Activities	<p>Observe how spreadsheet software packages can be used to process marketing information. Identify the strengths and weaknesses associated with the use of spreadsheets for processing marketing information.</p> <p>Listen to a guest speaker discuss trends in information processing. Record the key points of the presentation. Following the discussion, talk with your classmates about how these trends could impact the business for which you work. Discuss these implications with your business partner.</p> <p>Observe the demonstration of a statistical package in processing marketing information. With your class, compare the use of a statistical package and the use of a spreadsheet software packages for information processing.</p> <p>Conduct an Internet search to identify three statistical packages that are currently being used by businesses to process marketing information. Identify the capabilities and cost of each package. Discuss your findings with a small group of students.</p>
Resources Textbooks	<p>Churchill, G.A., Jr., & Peter, J.P. (1998). <i>Marketing: Creating value for customers</i> (2nd ed.) [pp. 120-129]. Burr Ridge, IL: Irwin McGraw-Hill.</p> <p>Crask, M., Fox, R.J., & Stout, R.G. (1995). <i>Marketing research</i> (pp. 15, 18). Englewood Cliffs, NJ: Prentice Hall.</p> <p>Evans, J.R., & Berman, B. (1997). <i>Marketing</i> (7th ed.) [pp. 90-100]. Upper Saddle River, NJ: Prentice Hall.</p> <p>Kotler, P., & Armstrong, G. (1997). <i>Marketing: An introduction</i> (4th ed.) [p. 128]. Upper Saddle River, NJ: Prentice Hall.</p> <p>Perreault, W.D., Jr., & McCarthy, E.J. (1997). <i>Essentials of marketing: A global-managerial approach</i> (7th ed.) [pp. 127, 131-133]. Chicago: Irwin.</p>

**Software/
Online**

Online Women's Business Center (1997). *Market research: Types, methods and techniques* [Online]. Available:
http://www.onlinewbc.org/docs/market/mk_research_types.html [2000, May 10].

Galkin, W. (1996). *Collecting and using information* [Online]. Available:
<http://www.smartbiz.com/sbs/arts/gal8.htm> [2000, May10].

Topic	Information Processing
Performance Indicator	Explain the use of databases in organizing marketing data (IM:063)
Level	Specialist
SCANS	Information 5-8; Systems 15; Technology 18-19; Basic Skills 1-3,5-6; Thinking Skills 12
Objectives	<ol style="list-style-type: none"> Compare the way in which sequential database systems organize information with that of relational database systems. Discuss the advantages and limitations of each database system. Explain ways databases can be used to organize information about customers and their purchases. Describe ways that databases can be used to generate marketing reports.
Sample Activities	<p>Talk with your business partner about how her/his company uses databases to organize marketing data. Find out what software programs are being used, what marketing data are being captured, and how the information is being used. Compare your findings with those of a small group of students. Compile a list of the ways in which businesses are using databases to organize marketing information.</p> <p>Brainstorm with classmates how a school-based enterprise could use a database to organize marketing information. Develop a list of the top five ways identified. Investigate the school-based enterprise to determine whether databases are currently being used in those ways. Discuss reasons for your findings.</p> <p>Participate in a small-group activity to create a list of ways that a database can be used to organize marketing data for each marketing function. Compare the group's list with that of the other groups.</p>
Resources Textbooks	<p>Churchill, G.A., Jr., & Peter, J.P. (1995). <i>Marketing: Creating value for customers</i> (p. 204). Burr Ridge, IL: Irwin McGraw-Hill.</p> <p>Crask, M., Fox, R.J., & Stout, R.G. (1995). <i>Marketing research</i> (p. 5). Englewood Cliffs, NJ: Prentice Hall.</p> <p>Farese, L.S., Kimbrell, G., & Woloszyk, C.A. (1997). <i>Marketing essentials</i> (2nd ed.) [pp. 139, 422-423]. Mission Hills, CA: Glencoe/McGraw-Hill.</p> <p>Hair, J.F., Jr., Bush, R.P., & Ortinau, D.J. (2000). <i>Marketing research: A practical approach for the new millennium</i> (pp. 160-165, 652). Boston: Irwin McGraw-Hill.</p> <p>Sudman, S., & Blair, E. (1998). <i>Marketing research: A problem-solving approach</i> (pp. 75, 678-681). Boston: McGraw-Hill.</p>
Software/ Online	<p>Trochim, W.M.K. (1999). <i>Data preparation</i> [Online]. Available: http://trochim.human.cornell.edu/kb/statprep.htm [2000, May 30].</p> <p>Woodthorpe, J. (No date). <i>PowerBase tutorials</i> [Online]. Available: http://www.armlink.ndirect.co.uk/pbtut/powerbas.htm [2000, May 16].</p>

Topic	Information Processing
Performance Indicator	Design a database for retrieval of information (IM:189)
Level	Specialist
SCANS	Information 5-8; Systems 15; Technology 18-19; Basic Skills 1-3,5-6; Thinking Skills 9,12
Objectives	<ol style="list-style-type: none"> Identify questions that must be answered to design a database for retrieval of marketing information. Describe guidelines for designing database for retrieval of marketing information. Demonstrate procedures for designing a database for retrieval of marketing information.
Sample Activities	<p>Contact club sponsors in your school to offer the database services of your class. Explain that your class will maintain a database of the person's club members based on the club's needs. Design, create, modify, and print reports requested by each club.</p> <p>Imagine that Harvey runs a trophy shop. He has been supplying trophies for your school for years. The school is pleased with the quality of Harvey's work but is often frustrated with the amount of time it takes for him to process orders and the fact that they have to write out the same information for Harvey, even though the order may be virtually the same. Design a database that Harvey could use to maintain his customer accounts and cut down on the repetition of some of his work. Share the database with your teacher or a designated adult.</p> <p>Work with the manager of the business in which you are employed to develop a database of information which would be helpful to the business. Create and print a report for the manager, as requested. Discuss the report's accuracy and usefulness with the manager.</p> <p>Create a customer database for a school-based enterprise. Determine what information to obtain and how to obtain it. Discuss ways in which the information could be used.</p>
Resources Textbooks	<p>Ferrell, O.C., & Hirt, G.A. (1993). <i>Business: A changing world</i> (pp. 319,478, 488). Burr Ridge, IL: Irwin.</p> <p>Gatewood, R.D., Taylor, R.R., & Ferrell, O.C. (1995). <i>Management: Comprehension, analysis, and application</i> (p. 620). Chicago: Irwin.</p> <p>Lambert, D.M., Stock, J.R., & Ellram, L.M. (1998). <i>Fundamentals of logistics management</i> (pp. 93, 104-105, 162. 164). Boston: Irwin McGraw-Hill.</p> <p>Ristau, R.A., Eggland, S.A., Dlabay, L.R., Burrow, J.L., & Daughtrey, A.S. (1997). <i>Introduction to business</i> (3rd ed.) [pp. 155, 170, 174]. Cincinnati: South-Western Educational Publishing.</p> <p>Rue, L.W., & Byars, L.L. (1995). <i>Management skills and application</i> (7th ed.) [p. 537]. Chicago: Irwin.</p>

**Software/
Online**

Lozono, F. (1998). *Introduction to relational database design* [Online]. Available: <http://www.edm2.com/0612/msql7.html> [2000, May 9].

Noah, S.A., & Lloyd-Williams, M. (No date). *A selective review of knowledge-based approaches to database design* [Online]. Available: <http://www.shef.ac.uk/~is/publications/infres/paper4.html> [2000, May 9].

Topic	Information Processing
Performance Indicator	Use database for information analysis (IM:190)
Level	Specialist
SCANS	Information 5-8; Systems 15; Technology 18-19; Basic Skills 1-3,5-6; Thinking Skills 9,12
Objectives	<ul style="list-style-type: none"> a. Define the terms subsets and correlation. b. Explain considerations in manipulating data to create reports. c. Describe procedures for manipulating data for information analysis. d. Demonstrate use of database for information analysis.
Sample Activities	<p>Access a database maintained by a school-based enterprise or by a business for which you work to identify customers in a selected target group. Sort the data on the basis of the factors selected. Determine the number of customers in the identified target group.</p> <p>Use the web site of the U.S. Census at http://factfinder.census.gov to identify information that would be useful in opening a business in your state or local community/area. Discuss your findings with the class.</p> <p>Access a database maintained by a school-based enterprise or by a business for which you work to determine the five best-sellers, geographic location of majority of customers by zip codes, average amount of purchase, and top two vendors in sales. Discuss any problems encountered in obtaining the information, and provide a rationale for the problems.</p> <p>Access a database maintained by a school-based enterprise or by a business for which you work to identify products whose sales have increased or decreased by 10% over the sales during the same time period a year ago. Discuss your findings and rationale for the changes with the class.</p>
Resources Textbooks	<p>Evans, J.R., & Berman, B. (1997). <i>Marketing</i> (7th ed.) [pp. 99-100, 286, 483]. Upper Saddle River, NJ: Prentice Hall.</p> <p>Farese, L.S., Kimbrell, G., & Woloszyk, C.A. (1997). <i>Marketing essentials</i> (2nd ed.) [pp. 422-423, 439-440]. Mission Hills, CA: Glencoe/McGraw-Hill.</p> <p>Hair, J.F., Jr., Bush, R.P., & Ortinau, D.J. (2000). <i>Marketing research: A practical approach for the new millennium</i> (pp. 160-161, 590-595, 598-604, 658). Boston: Irwin McGraw-Hill.</p> <p>McDonald, W.J. (1998). <i>Direct marketing: An integrated approach</i> (pp. 104-106). Boston: Irwin McGraw-Hill.</p> <p>Sudman, S., & Blair, E. (1998). <i>Marketing research: A problem-solving approach</i> (pp. 488-492). Boston: McGraw-Hill.</p> <p>Zikmund, W.G., & d'Amico, M. (1999). <i>Marketing</i> (6th ed.) [pp. 147, 417]. Cincinnati: South-Western College Publishing.</p>

Topic	Information Processing
Performance Indicator	Interpret descriptive statistics for marketing decision making (IM:191)
Level	Specialist
SCANS	Information 5-8; Systems 15; Basic Skills 1-6; Thinking Skills 9,12
Objectives	<ol style="list-style-type: none"> Define the following terms: descriptive statistics, mean, medium, mode, range, standard deviation, and skewness. Explain the objectives of using descriptive statistics to interpret data. Describe the advantages and disadvantages of using the mean, median, and mode as measures of central tendency. Explain when to use the mean, median, and mode. Discuss the importance of using the median when working with skewed distributions. Describe the use of the standard deviation in data analysis.
Sample Activities	<p>Given data from a fund-raising activity, interpret the descriptive statistics, and identify marketing decisions that could be made from the results of the data.</p> <p>Interpret the descriptive statistics associated with a special sale offered by a school-based enterprise. Discuss the impact of the statistics on marketing decision making.</p> <p>Given the data for DECA's Marketing Research Project, interpret the resulting descriptive statistics obtained from a statistical package or from a spreadsheet package. Discuss the meaning of the statistics and how they impact marketing decision making.</p>
Resources	
Textbooks	<p>Crask, M., Fox, R.J., & Stout, R.G. (1995). <i>Marketing research</i> (pp. 16-17, 233-234). Englewood Cliffs, NJ: Prentice Hall.</p> <p>Hair, J.F., Jr., Bush, R.P., & Ortinau, D.J. (2000). <i>Marketing research: A practical approach for the new millennium</i> (pp. 637-647). Boston: Irwin McGraw-Hill.</p>
Software/ Online	<p>Arsham, H. (No date). <i>Business statistics: Revealing facts from figures</i> [Online]. Available: http://ubmail.ubalt.edu/~harsham/Business-stat/opre504.htm [2000, May 30].</p> <p>Britannica.com, Inc. (1999-2000). <i>Descriptive statistics</i> [Online]. Available: http://www.britannica.com/bcom/eb/article/0/0,5716,115242+2+108592,00.html [2000, May 16].</p> <p><i>Introduction to descriptive statistics</i> (No date). Available: http://www.mste.uiuc.edu/hill/dstat/dstat.html [2000, May 30].</p> <p>Niles, R. (No date). <i>Statistics every writer should know</i> [Online]. Available: http://www.robertniles.com/stats/ [2000, June 1].</p> <p>Office for Mathematics, Science and Technology Education, University of Illinois at Urbana-Champaign (2000). <i>Introduction to descriptive statistics</i> [Online]. Available: http://www.mste.uiuc.edu/hill/dstat/dstat.html [2000, May 16].</p> <p>Trochim, W.M.K. (1999). <i>Descriptive statistics</i> [Online]. Available: http://trochim.human.cornell.edu/kb/statdesc.htm [2000, May 16].</p>

Topic	Information Reporting
Performance Indicator	Write marketing reports (IM:192)
Level	Specialist
SCANS	Information 5-8; Systems 15; Basic Skills 1-3,5-6; Thinking Skills 8-9,12
Objectives	<ol style="list-style-type: none"> Discuss characteristics of an effective marketing report. Identify the elements of a marketing report. Describe types of visual aids that can be used effectively in marketing reports. Create frequency tables to display research findings. Demonstrate procedures for writing marketing reports.
Sample Activities	<p>Prepare a weekly marketing report of sales data for a school-based enterprise or for the business for which you work. Review the report with your teacher/supervisor.</p> <p>Given a marketing report by your teacher, determine its strengths and weaknesses. Discuss your findings with the class.</p> <p>Given sales forecast information by your teacher, write a marketing report. Submit it to your teacher for review.</p> <p>Write a marketing report about customer reactions to a proposed product change in a product sold by a school-based enterprise or by a business for which you work. Submit the report to your teacher.</p>
Resources	
Textbooks	<p>Burrow, J., & Egglund, S. (1995). <i>Marketing foundations and functions</i> (pp. 253-255). Cincinnati: South-Western Publishing Co.</p> <p>Hyden, J.S., Jordan, A.K., Steinauer, M.H., & Jones, M.J. (1999). <i>Communicating for success</i> (2nd ed.) [pp. 521-522]. Cincinnati: South-Western.</p> <p>Lehman, C.M., & DuFrene, D.D. (1999). <i>Business communications</i> (pp. 307, 377-379). Cincinnati: South-Western College Publishing.</p>
Software/ Online	<p>WEB Solutions (No date). <i>Marketing reporting services</i> [Online]. Available: http://clients.web-solve.net/reports/ [2000, April 19].</p>

Topic	Information Reporting
Performance Indicator	Present report findings and recommendations (IM:193)
Level	Specialist
SCANS	Information 5-8; Systems 15; Basic Skills 1-2,5-6; Thinking Skills 12
Objectives	<ol style="list-style-type: none"> Compare and contrast the presentation of marketing reports in oral versus written format. Identify the elements of a marketing report that should be addressed in an oral presentation. Demonstrate procedures for presenting report findings and recommendations.
Sample Activities	<p>Analyze sales data for a school-based enterprise or for a fund-raising activity, and present a report of your findings and recommendations to a small group of students. Discuss the strengths and weaknesses of your presentation.</p> <p>Using DECA's Marketing Research Project, present the report findings and recommendations to the class. Discuss the strengths and weaknesses of your presentation with classmates.</p> <p>Participate in a small-group activity to present report findings and recommendations for sales forecast information provided by your teacher. Obtain feedback on your presentation from the group members.</p>
Resources	
Textbooks	<p>Hair, J.F., Jr., Bush, R.P., & Ortinau, D.J. (2000). <i>Marketing research: A practical approach for the new millennium</i> (pp. 613-621, 654, 657). Boston: Irwin McGraw-Hill.</p> <p>Lesikar, R.V., Pettit, J.D., Jr., & Flatley, M.E. (1999). <i>Lesikar's basic business communication</i> (8th ed.) [pp. 304-306, 463-464]. Boston: Irwin McGraw-Hill.</p> <p>Wray, R.D., Luft, R.L., & Highland, P.J. (1996). <i>Fundamentals of human relations: Applications for life and work</i> (pp. 176-180). Cincinnati: South-Western.</p>
Workbooks/ Manuals	Frigstad, D.B. (1995). <i>Know your market: How to do low-cost market research</i> (pp. 151-157). Grants Pass, OR: The Oasis Press/PSI Research.

Topic	Marketing Planning
Performance Indicator	Explain the concept of marketing strategies (IM:194)
Level	Career-sustaining
SCANS	Information 5-8; Systems 15; Basic Skills 1-2,5-6; Thinking Skills 8-9,12
Objectives	<ol style="list-style-type: none"> Define the following terms: marketing mix, product, place, promotion, price, goals, strategies, and tactics. Identify the components of the marketing mix. Describe the importance of each of the components of the marketing mix. Explain the relationship of goals, strategies, and tactics. Describe the importance of marketing strategies. Explain the factors that may cause marketing strategies to change. Explain the importance of strategies in the marketing mix.
Sample Activities	<p>Imagine that you are the marketing manager for your school's play or other school activity. Identify strategies that you would use to market the play/activity. Explain why you would use them, and summarize your plan in a brief presentation for the play/activity directors.</p> <p>Read articles in current trade journals or business magazines about nationally known companies and their marketing strategies. Determine what decisions were made regarding product, place, price, and promotion strategies. Report your findings to the class.</p> <p>Using the Internet, prepare a report about two interesting marketing strategies.</p>
Resources LAP	<p>Marketing Education Resource Center (1996). <i>Marketing strategies</i> [Marketing and Business LAP 4]. Columbus, OH: Author.</p> <p>Marketing Education Resource Center (1996). <i>Marketing strategies: Instructor copy</i> [Marketing and Business LAP 4]. Columbus, OH: Author.</p>
Textbooks	<p>Burrow, J., & Egglund, S. (1995). <i>Marketing foundations and functions</i> (pp. 20-22, 160-161, 164-165, 272-275, 278-288). Cincinnati: South-Western.</p> <p>Churchill, G.A., Jr., & Peter, J.P. (1995). <i>Marketing: Creating value for customers</i> (pp. 16-18, 120-122, 393-394). Burr Ridge, IL: Irwin.</p> <p>Evans, J.R., & Berman, B. (1997). <i>Marketing</i> (7th ed.) [pp. 32-35, 61, 654-655]. Upper Saddle River, NJ: Prentice Hall.</p> <p>Farese, L.S., Kimbrell, G., & Woloszyk, C.A. (1997). <i>Marketing essentials</i> (2nd ed.) [pp. 21-25, 309]. Mission Hills, CA: Glencoe/McGraw-Hill.</p> <p>Kotler, P., & Armstrong, G. (1997). <i>Marketing: An introduction</i> (4th ed.) [pp. 51-53, 57]. Upper Saddle River, NJ: Prentice Hall.</p> <p>Mason, R.E., Rath, P.M., Husted, S.W., & Lynch, R.L. (1995). <i>Marketing practices and principles</i> (5th ed.) [pp. 48-49]. New York: Glencoe/Macmillan/McGraw-Hill.</p> <p>Perreault, W.D., Jr., & McCarthy, E.J. (1997). <i>Essentials of marketing: A global-managerial approach</i> (7th ed.) [pp. 39, 45-47, 463-465]. Chicago: Irwin.</p>

Video

Associated Press (Producer). [1992]. *Introduction to marketing* [Videocassette]. Tarrytown, NY: Prentice-Hall Media.

RMI Media Productions (Producer). [1995]. *Strategic marketing planning* [Videocassette]. Columbus, OH: Marketing Education Resource Center (Distributor).

Topic	Marketing Planning
Performance Indicator	Explain the concept of market and market identification (IM:196)
Level	Career-sustaining
SCANS	Information 5-8; Interpersonal 14; Systems 15; Basic Skills 1-3,5-6; Thinking Skills 8-9,12
Objectives	<ul style="list-style-type: none"> a. Define the following terms: market, target market, mass marketing, marketing segments, market segmentation, demographic segmentation, geographic segmentation, psychographic segmentation, and behavioral segmentation. b. Explain the importance of target markets to businesses. c. Describe advantages and disadvantages of mass marketing. d. Describe advantages and disadvantages of using market segments. e. Explain why the use of market segments is increasing. f. Describe demographic characteristics that are analyzed by marketers. g. Explain the value of geographic segmentation. h. Discuss the value of psychographic segmentation. i. Describe types of behavioral segmentation.
Sample Activity	<p>Create a phrase or description that you would use to promote a new skin cream to the following markets:</p> <ul style="list-style-type: none"> a. Female athletes b. Physicians c. Men over 40 d. Teenage girls e. Women in other global regions (e.g., Asia, Europe, Latin America, etc.) <p>Select a local business, and identify its primary markets. Write a one-page paper explaining how the business appeals to these markets.</p> <p>Determine how a local business identifies its markets. Discuss the findings with the class.</p>
Resources LAP	<p>Marketing Education Resource Center (1997). <i>Market identification</i> [Marketing and Business LAP 5]. Columbus, OH: Author.</p> <p>Marketing Education Resource Center (1997). <i>Market identification: Instructor copy</i> [Marketing and Business LAP 5]. Columbus, OH: Author.</p>

Textbooks

- Burrow, J., & Eggland, S. (1995). *Marketing foundations and functions* (pp. 187-191, 275-278, 312, 631). Cincinnati: South-Western.
- Churchill, G.A., & Peter, J.P. (1995). *Marketing: Creating value for customers* (pp. 16, 75-82, 290-304). Burr Ridge, IL: Irwin.
- Evans, J.R., & Berman, B. (1997). *Marketing* (7th ed.) [pp. 31-32, 261-281]. Upper Saddle River, NJ: Prentice Hall.
- Farese, L.S., Kimbrell, G., & Woloszyk, C.A. (1997). *Marketing essentials* (2nd ed.) [pp. 16-25]. Mission Hills, CA: Glencoe/McGraw-Hill.
- Kotler, P., & Armstrong, G. (1997). *Marketing: An introduction* (4th ed.) [pp. 201-218]. Upper Saddle River, NJ: Prentice Hall.
- Mason, R.E., Rath, P.M., Husted, S.W., & Lynch, R.L. (1995). *Marketing practices and principles* (5th ed.) [pp. 41, 69-79]. New York: Glencoe/Macmillan/McGraw-Hill.
- Perreault, W.D., Jr., & McCarthy, E.J. (1997). *Essentials of marketing: A global-managerial approach* (7th ed.) [pp. 75-87]. Chicago: Irwin.
- Wisner, B. (1996). *Applied marketing* (pp. 82, 124-144). Upper Saddle River, NJ: Prentice Hall.

Video

- Associated Press (Producer). [1992]. *Introduction to marketing* [Videocassette]. Columbus, OH: Marketing Education Resource Center (Distributor).

Topic	Marketing Planning
Performance Indicator	Explain the nature of marketing plans (IM:197)
Level	Specialist
SCANS	Information 5-8; Systems 15; Basic Skills 1-3,5-6; Thinking Skills 8-9,12
Objectives	<ul style="list-style-type: none"> a. Define the terms marketing plan, situational analysis b. Explain the benefits associated with having a marketing plan. c. Identify the components of marketing plans. d. Describe the purpose of each component of the marketing plan.
Sample Activities	<p>Participate in a small-group activity to analyze the components of a marketing plan provided by your teacher. Determine its strengths and weaknesses. Recommend ways to improve the plan.</p> <p>Participate in a small-group activity to select a company that markets products in another country. Identify ways the company's marketing plan would change based on which country is being targeted. Share the group's ideas with the class.</p>
Resources	
Textbooks	<p>Evans, J.R., & Berman, B. (1997). <i>Marketing</i> (7th ed.) [pp. 60-61, 645-679]. Upper Saddle River, NJ: Prentice Hall.</p> <p>Farese, L.S., Kimbrell, G., & Woloszyk, C.A. (1997). <i>Marketing essentials</i> (2nd ed.) [pp. 519-520]. Mission Hills, CA: Glencoe/McGraw-Hill.</p>
Software/ Online	<p>McNamara, C. (No date). <i>Marketing: Preparation and planning</i> [Online]. Available: http://www.mapnp.org/library/mrktng/planning/planning.htm [2000, May 30].</p>

Topic	Marketing Planning
Performance Indicator	Explain the role of situational analysis in the marketing-planning process (IM:140)
Level	Specialist
SCANS	Information 5-8; Systems 15; Basic Skills 1-3,5-6; Thinking Skills 9,12
Objectives	<ul style="list-style-type: none"> a. Define the terms business opportunity, business threat, business environment, economic development, technological change, economic change, environmental scanning, and environmental monitoring. b. Explain how environmental threats for one company can represent opportunities for another company. c. Discuss the purpose of environmental scanning and monitoring in situational analysis. d. Explain why businesses should evaluate their internal environments in the context of changes occurring in their external environments.
Sample Activities	<p>Identify a business that you would be interested in opening in your community, and determine the factors that should be considered in the competitive situation of its situational analysis. Discuss your ideas with a small group of students.</p> <p>Participate in a small-group activity to identify factors that should be considered about the macroenvironment situation of local businesses. Compare the group's ideas with those of other groups.</p> <p>Listen to a SCORE representative discuss the importance of situational analysis in the marketing-planning process. Record the top three reasons you feel it is important to conduct a situational analysis. Compare your reasons with those of classmates.</p>
Resources Textbooks	<p>Burrow, J., & Eggland, S. (1995). <i>Marketing foundations and functions</i> (pp. 709-710). Cincinnati: South-Western Publishing Co.</p> <p>Churchill, G.A., Jr., & Peter, J.P. (1998). <i>Marketing: Creating value for customers</i> (2nd ed.) [pp. 28-30, 46-48]. Burr Ridge, IL: Irwin McGraw-Hill.</p> <p>Evans, J.R., & Berman, B. (1997). <i>Marketing</i> (7th ed.) [pp. 26-49]. Upper Saddle River, NJ: Prentice Hall.</p> <p>Kotler, P., & Armstrong, G. (1997). <i>Marketing: An introduction</i> (4th ed.) [pp. 86-88]. Upper Saddle River, NJ: Prentice Hall.</p> <p>Perreault, W.D., Jr., & McCarthy, E.J. (1997). <i>Essentials of marketing: A global-managerial approach</i> (7th ed.) [pp. 12-17, 94, 94-95, 101-102, 107-114]. Chicago: Irwin.</p> <p>Zikmund, W.G., & d'Amico, M. (1999). <i>Marketing</i> (6th ed.) [pp. 43-44]. Cincinnati: South-Western College Publishing.</p>

**Software/
Online**

- CCH Inc. (No date). *Events outside your control* [Online]. Available:
http://www.toolkit.cch.com/text/P02_4360.asp [2000, May 26].
- Fisk, J. (1997). *Developing your road map to success* [Online]. Available:
<http://www.bizport.com/learn/mktplan.html> [2000, May 25].
- United States Small Business Administration Women's Online Business Center (No date). *Marketing plan components: A snapshot of your current situation* [Online]. Available:
http://onlinewbc.org/docs/market/mk_mplan_situation.html [2000, May 25].
- United States Small Business Administration Women's Online Business Center (No date). *Marketing plan components: Competitor and issues analysis* [Online]. Available:
http://onlinewbc.org/docs/market/mk_mplan_competitor.html [2000, May 25].

Topic	Marketing Planning
Performance Indicator	Explain the nature of sales forecasts (IM:003)
Level	Specialist
SCANS	Resources 2; Information 5-8; Systems 15; Basic Skills 1-3,5-6; Thinking Skills 8-9,12
Objectives	<ol style="list-style-type: none"> Define the following terms: sales forecast, qualitative forecasting, quantitative forecasting Identify items/factors for which sales forecasts can be used. Discuss the time frame of sales forecasts. Explain factors affecting how far ahead a business should predict sales. Distinguish between qualitative and quantitative forecasting methods. Describe factors affecting the sales forecast. Explain business activities in which sales forecast information is used as a planning tool. Explain reasons that not all businesses use sales forecasts.
Sample Activities	<p>Imagine that you will be purchasing a toy store located in the local mall during the month of November. The existing owner has told you that your holiday sales forecast will be affected by the need to hire additional personnel, the competition from another toy store in the mall, the increased disposable income of customers, and the high demand for a hot new toy. Determine if each of these changes is external or internal, and predict whether each change will increase or decrease the sales forecast amount. Explain your reasoning to a classmate.</p> <p>Given a series of statements, categorize each as a quantitative or qualitative method of sales forecasting. Submit your answers to the teacher.</p> <p>Use newspaper and magazine cutouts to create a collage that depicts the factors which might affect the sales forecast of a business with which you are familiar. Explain each of your cutout selections to the class during an oral report.</p> <p>Interview a farmer in your area to determine how s/he uses weather reports and/or the <i>Farmer's Almanac</i> to make sales forecasts. Share your findings with a classmate.</p> <p>Collaborate with a group of students who have similar occupational interests to brainstorm examples of business activities in which sales forecast information might be used as a planning tool. Compare and contrast your group's responses with those in other groups.</p>
Resources LAP	<p>Marketing Education Resource Center (1993). <i>Nature of sales forecasts</i> [Marketing-Information Management LAP 3]. Columbus, OH: Author.</p> <p>Marketing Education Resource Center (1993). <i>Nature of sales forecasts: Instructor copy</i> [Marketing-Information Management LAP 3]. Columbus, OH: Author.</p>

Textbooks

- Burrow, J., & Eggland, S. (1995). *Marketing foundations and functions* (pp. 632-633). Cincinnati: South-Western Publishing Co.
- Evans, J.R., & Berman, B. (1997). *Marketing* (7th ed.) [pp. 283-287]. Upper Saddle River, NJ: Prentice Hall.
- Farese, L.S., Kimbrell, G., & Woloszyk, C.A. (1997). *Marketing essentials* (2nd ed.) [p. 425]. Mission Hills, CA: Glencoe/McGraw-Hill.
- Perreault, W.D., Jr., & McCarthy, E.J. (1997). *Essentials of marketing: A global-managerial approach* (7th ed.) [pp. 410-412, 414]. Chicago: Irwin.

**Software/
Online**

- Curriculum and Instructional Materials Center (Producer). [1999]. *Information management and applied management* [Marketing-Information Management LAP 3: Presentation Software]. Marketing Education Resource Center (Distributor).
- Stack, J. (1997). A passion for forecasting. In *Inc.* (Nov. 2) [Online]. Available: <http://www.britannica.com/bcom/magazine/article/0,5744,222268,00.html> [2000, Apr 19].

Curriculum Guide Sheets

Section 3

Pricing

Topic	Nature and Scope
Performance Indicator	Explain the nature and scope of the pricing function (PI:001)
Level	Specialist
SCANS	Information 5-8; Systems 15; Basic Skills 1-3,5-6; Thinking Skills 12
Objectives	<ul style="list-style-type: none"> a. Describe the characteristics of effective pricing. b. Explain what is being priced when prices are set for products. c. List factors that affect a product's price. d. Describe how pricing affects product decisions. e. Explain how pricing affects place (distribution) decisions. f. Describe how pricing affects promotion decisions. g. Explain pricing objectives.
Sample Activities	<p>Prepare a brief presentation about the goals of pricing. Target the presentation to a group of elementary or middle-school students who are involved in a service-learning project. Deliver the presentation.</p> <p>Given a handout provided by your teacher, identify whether the goal of the pricing objective is profit or sales oriented. Determine the advantage of that goal to the business. Discuss your responses with the class.</p> <p>Talk to a businessperson who is responsible for setting prices at a local business. Find out how pricing relates to the other elements of the marketing mix. Write a summary of your findings.</p> <p>Given a series of business situations, explain how the elements of the marketing mix will be affected by pricing decisions that are made in each situation. Discuss your responses with the class.</p>
Resources LAP	<p>Marketing Education Resource Center (1991). <i>Pricing</i> [Pricing LAP 2]. Columbus, OH: Author.</p> <p>Marketing Education Resource Center (1994). <i>Pricing: Instructor copy</i> [Pricing LAP 2]. Columbus, OH: Author.</p>

Textbooks

- Churchill, G.A., Jr., & Peter, J.P. (1995). *Marketing: Creating value for customers* (pp. 418-427, 436-439). Burr Ridge, IL: Irwin.
- Everard, K.E., & Burrow, J.L. (1996). *Business principles and management* (10th ed.) [pp. 286-302]. Cincinnati: South-Western.
- Farese, L.S., Kimbrell, G., & Woloszyk, C.A. (1997). *Marketing essentials* (2nd ed.) [pp. 309-319]. Mission Hills, CA: Glencoe/McGraw-Hill.
- Kotler, P., & Armstrong, G. (1997). *Marketing: An introduction* (4th ed.) [pp. 377-387]. Upper Saddle River, NJ: Prentice Hall.
- Mason, R.E., Rath, P.M., Husted, S.W., & Lynch, R.L. (1995). *Marketing practices and principles* (5th ed.) [pp. 272-274, 299-309]. New York: Glencoe, Macmillan/McGraw Hill.
- Nagle, T.T., & Holden, R.K. (1995). *The strategy and tactics of pricing: A guide to profitable decision making* (pp. 141-152, 238-240). Englewood Cliffs, NJ: Prentice-Hall, Inc.
- Wisner, B. (1996). *Applied marketing* (pp. 287-291, 439-440). Upper Saddle River, NJ: Prentice Hall.

Video

- RMI (1999). [Producer]. *Pricing products and services* [Videocassette]. Columbus, OH: Marketing Education Resource Center (Distributor).

Topic	Nature and Scope
Performance Indicator	Describe the role of business ethics in pricing (PI:015)
Level	Specialist
SCANS	Information 5-7; Systems 15; Basic Skills 1-2,5-6; Thinking Skills 9,12; Personal Qualities 17
Objectives	<ul style="list-style-type: none"> a. Define the following terms: price fixing, predatory pricing, b. Identify ethical considerations in setting prices. c. Explain ethical concerns associated with the use of complex prices that are confusing to consumers. d. Explain how pricing tactics can relate to social responsibility.
Sample Activities	<p>Participate in a class debate about the ethics of pricing a product as high as possible due to high demand. Examples to consider are oil prices and popular cars.</p> <p>Using the Internet, find three articles about OPEC's price fixing. Discuss your findings with the class.</p> <p>Participate in a class debate about the fairness of price freezes.</p> <p>Talk with a business owner or manager about ethical considerations that are made when setting prices for the person's company. Discuss your findings with the class.</p>
Resources	
Textbooks	<p>Burrow, J., & Egglund, S. (1995). <i>Marketing foundations and functions</i> (pp. 494). Cincinnati: South-Western.</p> <p>Churchill, G.A., Jr., & Peter, J.P. (1995). <i>Marketing: Creating value for customers</i> (pp. 76, 424, 427, 429-430). Burr Ridge, IL: Irwin.</p> <p>Crask, M., Fox, R.J., & Stout, R.G. (1995). <i>Marketing research</i> (p. 629). Englewood Cliffs, NJ: Prentice Hall.</p> <p>Evans, J.R., & Berman, B. (1997). <i>Marketing</i> (7th ed.) [pp. 124, 596-598]. Upper Saddle River, NJ: Prentice Hall.</p> <p>Farese, L.S., Kimbrell, G., & Woloszyk, C.A. (1997). <i>Marketing essentials</i> (2nd ed.) [pp. 387]. Mission Hills, CA: Glencoe/McGraw-Hill.</p> <p>Kotler, P., & Armstrong, G. (1997). <i>Marketing: An introduction</i> (4th ed.) [pp. 346, 568]. Upper Saddle River, NJ: Prentice Hall.</p> <p>Mason, R.E., Rath, P.M., Husted, S.W., & Lynch, R.L. (1995). <i>Marketing: Practices and principles</i> (5th ed.) [p. 279]. New York: Glencoe/Macmillan/McGraw-Hill.</p> <p>Nagle, T.T., & Holden, R.K. (1995). <i>The strategy and tactics of pricing: A guide to profitable decision making</i> (pp. 113, 381-386). Englewood Cliffs, NJ: Prentice-Hall, Inc.</p>
Workbooks/ Manuals	<p>Perreault, W.D., Jr., & McCarthy, E.J. (2000). Good-bye to fixed pricing? How the wired economy could create the most efficient market of them all. In <i>Applications in basic marketing: Clippings from the popular business press, 1999-2000 edition</i> (pp. 168-171). Boston: Irwin McGraw-Hill.</p>

Topic	Nature and Scope
Performance Indicator	Explain the use of technology in the pricing function (PI:016)
Level	Specialist
SCANS	Information 5-8; Systems 15; Technology 18; Basic Skills 1-3,5-6; Thinking Skills 8-9,12
Objectives	<ol style="list-style-type: none"> Identify ways that the use of technology impacts the pricing function. Explain specific applications of technology in pricing.
Sample Activities	<p>Listen to a merchandiser or buyer discuss the use of technology in pricing. Record responses to the following questions:</p> <ol style="list-style-type: none"> What technology is used in setting prices? What technology is used in marking prices on products? How has the use of technology in pricing changed in the past 10 years? How has the use of technology affected the pricing process? <p>Chat with an E-Mentor to find out how technology affects pricing at the person's company. Discuss your findings with the class.</p> <p>Observe the pricing of products at a retail establishment to identify the types of technology being utilized. Discuss your observations with the class.</p>
Resources	
Textbooks	Evans, J.R., & Berman, B. (1997). <i>Marketing</i> (7 th ed.) [p. 595]. Upper Saddle River, NJ: Prentice Hall.
Workbooks/ Manuals	Perreault, W.D., Jr., & McCarthy, E.J. (2000). Anything you can sell, I can sell cheaper. In <i>Applications in basic marketing: Clippings from the popular business press, 1999-2000 edition</i> (pp. 179-180). Boston: Irwin McGraw-Hill.
Software/ Online	Proctor, T. (1998). Pricing affects wireless technology choice. In <i>Technology</i> [Online]. Available: http://www.ttechnology.com/articles/sept_98/bt_pricing_wire.html [2000, April 21].

Topic	Nature and Scope
Performance Indicator	Explain legal considerations for pricing (PI:017)
Level	Specialist
SCANS	Information 5-8; Systems 15; Basic Skills 1-3,5-6; Thinking Skills 8-9,12; Personal Qualities 17
Objectives	<ol style="list-style-type: none"> Define the following terms: bait-and-switch advertising, deceptive pricing, dumping, loss-leader pricing, predatory pricing, price discrimination, and price fixing. Describe laws affecting pricing. Explain positive effects of pricing laws. Discuss negative effects of pricing laws. Explain the impact of anti-dumping laws on consumers.
Sample Activities	<p>Search the Internet to find an article about a company recently accused of pricing violations. Write a summary of the article, identifying the company, what it was accused of doing, and what the outcome of the case has been. Present the summary to the class, asking students to identify the law that had been violated.</p> <p>Given a series of pricing situations, determine whether a legal violation has occurred. If so, identify the type of violation. Discuss your responses with the class.</p> <p>Talk with a business partner to find out what the person considers the most pressing pricing issue affecting his/her business. Find out how the issue is affected by pricing laws. Discuss your findings with the class, comparing differences in responses based on type of business/industry.</p> <p>Access the United States' Federal Trade Commission web site at http://www.ftc.gov, and use the information found in the links to <i>Consumer Protection, Business Guidance, and/or News Releases, Publications & Speeches</i> to determine some of the positive and negative effects of pricing laws. Share your findings with the class.</p>
Resources Textbooks	<p>Churchill, G.A., Jr., & Peter, J.P. (1995). <i>Marketing: Creating value for customers</i> (pp. 325-327). Burr Ridge, IL: Irwin.</p> <p>Evans, J.R.; Berman, B. (1997). <i>Marketing</i> (7th ed.) [pp. 596-600]. New York: Prentice-Hall.</p> <p>Mason, R.E., Rath, P.M., Husted, S.W., & Lynch, R.L. (1995). <i>Marketing practices and principles</i> (5th ed.) [pp. 278-279]. New York: Glencoe, Macmillan/McGraw-Hill School Publishing Co.</p> <p>Pelton, L.E., Strutton, D., & Lumpkin, J.R. (1997). <i>Marketing channels: A relationship management approach</i> (pp. 156-158). Boston: Irwin McGraw-Hill.</p> <p>Zikmund, W.G., & d'Amico, M. (1999). <i>Marketing</i> (6th ed.) [pp. 632-634]. Cincinnati: South-Western College Publishing.</p>

Topic	Determining Prices
Performance Indicator	Explain factors affecting pricing decisions (PI:002)
Level	Specialist
SCANS	Information 5-8; Systems 15; Basic Skills 1-2,5-6; Thinking Skills 9,12
Objectives	<ul style="list-style-type: none"> a. Define the term selling price. b. Distinguish between price and selling price. c. Describe the importance of selling price. d. Identify factors affecting selling price. e. Explain how consumers can affect selling price. f. Describe how government affects selling price. g. Discuss how competition can affect selling price. h. Explain how the nature of a business can affect selling price. i. Identify pricing objectives. j. Explain how pricing objectives affect selling price.
Sample Activities	<p>Given a list of 10 grocery items that can be found in grocery stores, convenience stores, warehouse clubs, etc., determine the price of each product at the locations specified by your teacher. Discuss reasons for the differences in prices at the various locations.</p> <p>Read situations provided by your teacher to identify the factors that affect selling price in each situation. Discuss your responses with the class.</p> <p>When talking with a person responsible for setting prices, determine what factors the person considers when setting prices for the company's products. Compare findings with those of classmates.</p>
Resources Textbooks	<p>Burrow, J., & Eggland, S. (1995). <i>Marketing foundations and functions</i>. (pp. 96-98, 486-495). Cincinnati: South-Western.</p> <p>Evans, J.R., & Berman, B. (1997). <i>Marketing</i> (7th ed.) [pp. 590-602]. Upper Saddle River, NJ: Prentice Hall.</p> <p>Everard, K.E., & Burrow, J.L. (1996). <i>Business principles and management</i> (10th ed.) [pp. 63-65, 250]. Cincinnati: South-Western.</p> <p>Farese, L.S., Kimbrell, G., & Woloszyk, C.A. (1997). <i>Marketing essentials</i> (2nd ed.) [pp. 40-41, 382-387]. Mission Hills, CA: Glencoe/McGraw-Hill.</p> <p>Kotler, P., & Armstrong, G. (1997). <i>Marketing: An introduction</i> (4th ed.) [pp. 312-321]. Upper Saddle River, NJ: Prentice Hall.</p> <p>Mason, R.E., Rath, P.M., Husted, S.W., & Lynch, R.L. (1995). <i>Marketing practices and principles</i> (5th ed.) [pp. 274-279]. New York: Glencoe/Macmillan/McGraw-Hill.</p> <p>Wisner, B. (1996). <i>Applied marketing</i> (pp. 272-287). Upper Saddle River, NJ: Prentice Hall.</p>
Workbooks/ Manuals	<p>Turner, J., & Bottoms Maio, G. (1995). <i>Marketing in a global economy</i> (pp. 206-212). Cincinnati: South-Western.</p>

Curriculum Guide Sheets

Section 3

Product/Service Management

Topic	Nature and Scope
Performance Indicator	Explain the nature and scope of the product/service management function (PM:001)
Level	Specialist
SCANS	Resources 3; Information 5-8; Systems 15; Basic Skills 1-2,5-6; Thinking Skills 12
Objectives	<ul style="list-style-type: none"> a. Define the term product/service management. b. Explain who is responsible for managing products/services. c. Describe the benefits of product/service managing. d. Describe the phases of product/service managing. e. Describe factors affecting product/service managing. f. Explain the role product/service management plays in marketing.
Sample Activities	<p>Participate on a product team to identify a consumer product that your team's company wants to put on the market in two years. The team should determine what the product is, why it is needed, who could use it, and what steps the team will take in product planning. Team members should propose product-related services that need to be considered for the product and other products the company might add to this product's line. Appoint a group representative to present the team's recommendations to the class.</p> <p>Use the Internet and business publications to identify a new product and its product-planning process followed in bringing the product to market. Diagram the steps identified in your research.</p> <p>Participate in a small-group activity to create a new flavor of Kool-Aid. Identify the steps needed to develop and test market the product.</p> <p>Listen to a product profile presented by your teacher. Develop a product profile for a product in which you are interested. The profile should provide an overview of the product-planning process. Present the profile to the class.</p>
Resources LAP	<p>Marketing Education Resource Center (1991). <i>Product/Service planning</i> [Product/Service Planning LAP 5]. Columbus, OH: Author.</p> <p>Marketing Education Resource Center (1991). <i>Product/Service planning: Instructor copy</i> [Product/Service Planning LAP 5]. Columbus, OH: Author.</p>

Textbooks

- Burrow, J., & Egglund, S. (1995). *Marketing foundations and functions* (pp. 344-371). Cincinnati: South-Western Publishing Co.
- Evans, J.R., & Berman, B. (1997). *Marketing* (7th ed.) [pp. 309-311]. Upper Saddle River, NJ: Prentice Hall.
- Farese, L.S., Kimbrell, G., & Woloszyk, C.A. (1997). *Marketing essentials* (2nd ed.) [pp. 449-454]. Mission Hills, CA: Glencoe/McGraw-Hill.
- Kotler, P., & Armstrong, G. (1997). *Marketing: An introduction* (4th ed.) [pp. 239-276]. Upper Saddle River, NJ: Prentice Hall.
- Mason, R.E., Rath, P.M., Husted, S.W., & Lynch, R.L. (1995). *Marketing practices and principles* (5th ed.) [pp. 203-213, 253-261]. New York: Glencoe, Macmillan/McGraw Hill.
- Meyer, E.C., & Allen, K.R. (2000). *Entrepreneurship and small business management: Teacher's manual* (pp. 273-277). New York: Glencoe/Macmillan/McGraw-Hill.

**Workbooks/
Manuals**

- Gumpert, D.E. (1991). *How to really start your own business* (pp. 44, 130, 176-177, 191). Boston: Goldhirsh Group, Inc.

Topic	Nature and Scope
Performance Indicator	Identify the impact of product life cycles on marketing decisions (PM:024)
Level	Specialist
SCANS	Resources 3; Information 5-8; Systems 15; Basic Skills 1-2,5-6; Thinking Skills 12
Objectives	<ol style="list-style-type: none"> Define the following terms: product life cycle, introduction, growth, maturity, decline, pricing decisions, promotion decisions, place decisions, and product decisions Identify stages of the product life cycle. Describe the characteristics of each stage of the product life cycle. Discuss the impact of each stage of the product life cycle on marketing decision making. Explain how a company can extend a product's life cycle.
Sample Activities	<p>Sell senior T-shirts, and observe the product life-cycle process. Write a summary of your observations depicting each phase.</p> <p>Given a handout containing information about products, determine the products' stage in the product life cycle. Discuss your responses with the class.</p> <p>Determine a product's stage in the product life cycle. Provide a rationale for your responses, and discuss it with the class.</p>
Resources Textbooks	<p>Brown, B.J., & Clow, J.E. (1997). <i>Introduction to business: Our business and economic world: Teacher's wraparound edition</i> (pp. 174-175). New York: Glencoe/McGraw-Hill.</p> <p>Burrow, J., & Egglund, S. (1995). <i>Marketing foundations and functions</i> (pp. 490-491). Cincinnati: South-Western Publishing Co.</p> <p>Farese, L.S., Kimbrell, G., & Woloszyk, C.A. (1997). <i>Marketing essentials</i> (2nd ed.) [pp. 395-397, 455-456]. Mission Hills, CA: Glencoe/McGraw-Hill.</p> <p>Johansson, J. (2000). <i>Global marketing</i> (2nd ed.) [pp. 6, 34-35, 114, 359, 378, 407]. Boston: Irwin McGraw-Hill.</p> <p>Lambert, D.M., Stock, J.R., & Ellram, L.M. (1998). <i>Fundamentals of logistics management</i> (pp. 291, 568). Boston: Irwin McGraw-Hill.</p> <p>Longenecker, J.G., Moore, C.W., & Petty, J.W. (2000). <i>Small business management: An entrepreneurial emphasis</i> (11th ed.) [pp. 278-279]. Cincinnati: South-Western College Publishing.</p> <p>Perreault, W.D., Jr., & McCarthy, E.J. (1997). <i>Essentials of marketing: A global-managerial approach</i> (7th ed.) [pp. 224-231]. Chicago: Irwin.</p>
Workbooks/ Manuals	<p>Crisp Publications (1998). <i>New Product Introduction</i>. Columbus, OH: Marketing Education Resource Center (Distributor).</p> <p>Nagle, T.T., & Holden, R.K. (1995). <i>The strategy and tactics of pricing</i> (2nd ed.) [pp. 122, 168-185, 196, 253-254]. Englewood Cliffs, NJ: Prentice Hall.</p>

**Software/
Online**

Myxa Corporation (1998). *Myxa white paper: Technology product life cycle* [Online]. Available: http://www.myxa.com/wp_lifecycle.htm [2000, April 24].

Topic	Nature and Scope
Performance Indicator	Describe the use of technology in the product/service management function (PM:039)
Level	Specialist
SCANS	Resources 3; Information 5-8; Systems 15; Technology 18; Basic Skills 1-2, 5-6; Thinking Skills 12
Objectives	<ul style="list-style-type: none"> a. Identify ways that the use of technology impacts the product/service management function. b. Explain specific applications of technology in product/service management.
Sample Activities	<p>Read two articles in <i>Brandweek</i> to identify examples of technology used in bringing and keeping products on the market. Report your findings to the class.</p> <p>Listen to a brand manager discuss the use of technology in product development. Record responses to the following questions:</p> <ul style="list-style-type: none"> a. What technology is used in bringing a new product to market? b. How has the use of technology in product development changed in the past 10 years? c. What technology is used in keeping products on the market? d. How has the use of technology affected product development? <p>Chat with an E-Mentor to find out how technology affects product development at the person's company. Discuss your findings with the class.</p>
Resources Textbooks	<p>Hanson, W. (2000). <i>Principles of Internet marketing</i> (pp. 422-423). Cincinnati: South-Western College Publishing.</p> <p>Johansson, J. (2000). <i>Global marketing</i> (2nd ed.) [pp. 51-52, 353, 429-430]. Boston: Irwin McGraw-Hill.</p> <p>Meyer, E.C., & Allen, K.R. (2000). <i>Entrepreneurship and small business management: Teacher's annotated edition</i> (pp. 182-183, 227). New York: Glencoe/Macmillan/McGraw-Hill.</p> <p>Zeithaml, V.A., & Bitner, M.J. (2000). <i>Services marketing: Integrating customer focus across the firm</i> (2nd ed.) [pp. 17-18]. Boston: Irwin McGraw-Hill.</p> <p>Zikmund, W.G., & d'Amico, M. (1999). <i>Marketing</i> (6th ed.) [pp. 437, 465-466]. Cincinnati: South-Western College Publishing.</p>
Software/ Online	<p>Ferranti, M. (1999). Informix details database strategy. In <i>Info World</i> (January 24) [Online]. Available: http://www.britannica.com/bcom/magazine/article/0,5744,258256,00.html [2000, April 24].</p> <p>Myxa Corporation (1998). <i>Myxa white paper: Technology product life cycle</i> [Online]. Available: http://www.myxa.com/wp_lifecycle.htm [2000, April 24].</p> <p>National Semiconductor Corporation (1996). <i>National moves and shapes information in ATM networks</i> [Online]. Available: http://www.national.com/news/1996/9604/wan96001ctp.html [2000, April 24].</p>

Topic	Nature and Scope
Performance Indicator	Explain business ethics in product/service management (PM:040)
Level	Specialist
SCANS	Resources 3; Information 5-8; Systems 15; Basic Skills 1-2,5-6; Thinking Skills 12; Personal Qualities 17
Objectives	<ol style="list-style-type: none">Describe ethical considerations in product packaging.Explain how planned obsolescence is an ethical issue for businesses.Explain ethical issues associated with product labeling.
Sample Activities	<p>Imagine that the development of a new product will result in a huge profit for a business; however, its production will result in hazardous wastes. Participate in a class debate about whether a company should move forward with product development.</p> <p>Review the American Marketing Association's <i>Code of Ethical Professional Conduct</i>. Orally report the principles addressed in the <i>Code of Ethical Professional Conduct</i> that relate to packaging.</p> <p>Examine a supermarket product that is subject to the Fair Packaging and Labeling Act. Make a list of the kinds of information found on the label, and explain why the information is required by the Fair Packaging and Labeling Act.</p> <p>Write a brief report about the ethical considerations that led to the Fair Packaging and Labeling Act. Present the report orally to the class.</p> <p>Write a letter to the Federal Trade Commission requesting legal guidelines for packaging a specific product. When a response is received, notify your teacher.</p> <p>Imagine that your product development lab has found a way to produce your company's leading product at a greatly reduced cost. You are concerned, however, because the new process also produces hazardous waste material. Prepare a memo for your supervisor outlining your ethical concerns.</p> <p>Using word-processing software, write a letter requesting that XYZ company stop using tropical oils in its cookie manufacturing process because of its contributions to the risk of heart disease. Submit the letter to your teacher.</p> <p>Brainstorm social and ethical issues that should be considered in product development. Compile the responses into a chart for display in the classroom.</p>

Resources
Textbooks

- Churchill, G.A., Jr., & Peter, J.P. (1995). *Marketing: Creating value for customers* (pp. 272-275). Burr Ridge, IL: Irwin McGraw-Hill.
- Evans, J.R., & Berman, B. (1997). *Marketing* (7th ed.) [pp. 119-120, 124, 397-402, 407-410]. Upper Saddle River, NJ: Prentice Hall.
- Farese, L.S., Kimbrell, G., & Woloszyk, C.A. (1997). *Marketing essentials* (2nd ed.) [pp. 467-471]. Mission Hills, CA: Glencoe/McGraw-Hill.
- Kotler, P., & Armstrong, G. (1997). *Marketing: An introduction* (4th ed.) [pp. 255-257, 559]. Upper Saddle River, NJ: Prentice Hall.
- Mason, R.E., Rath, P.M., Husted, S.W., & Lynch, R.L. (1995). *Marketing: Practices and principles* (5th ed.) [pp. 234-237]. New York: Glencoe/Macmillan/McGraw-Hill.
- Smith, N.C., & Quelch, J.A. (1996). *Ethics in marketing* (pp. 283-301). New York: McGraw-Hill.
- Zikmund, W.G., & d'Amico, M. (1999). *Marketing* (6th ed.) [pp. 281-284, 326-327, 438, 449]. Cincinnati: South-Western College Publishing.

**Software/
Online**

- Cochrane, K. (1996). *Planned obsolescence?* [Online]. Available: <http://www.cd-info.com/CDIC/History/Obsoles.html> [2000, April 24].

Topic	Quality Assurances
Performance Indicator	Describe the uses of grades and standards in marketing (PM:019)
Level	Career-sustaining
SCANS	Information 5-8; Systems 15; Basic Skills 1-2,5-6; Thinking Skills 12
Objectives	<ol style="list-style-type: none"> Define the terms grades and standards. Explain the interrelationship of grades and standards. Describe what businesses do with products that fail to meet the lowest standards. Explain reasons for using grades and standards. Describe ways that grades and standards aid the buying and selling process. Explain the importance of grades and standards in international trade. Identify groups that develop grades and standards. Describe types of standards. Identify examples of graded products.
Sample Activities	<p>Participate in a scavenger hunt to find and collect as many grades and standards for goods and services as possible. For each, identify its purpose and the agency responsible (if applicable). Display and discuss your collection.</p> <p>Examine products provided by your teacher to determine reasons that they are graded.</p> <p>Search the Internet to find out about ISO standards. Prepare a one-page report explaining what ISO standards are and how they affect marketing and business. Submit the report to your teacher.</p>
Resources	
LAP	<p>Marketing Education Resource Center (2000). <i>Grades and standards</i> [Product/Service Management LAP 8]. Columbus, OH: Author.</p> <p>Marketing Education Resource Center (2000). <i>Grades and standards: Instructor copy</i> [Product/Service Management LAP 8]. Columbus, OH: Author.</p>
Textbooks	<p>Brown, B.J., & Clow, J.E. (1997). <i>Introduction to business: Our business and economic world: Teacher's wraparound edition</i> (pp. 163, 455). New York: Glencoe/McGraw-Hill.</p> <p>Everard, K.E., & Burrow, J.L. (1996). <i>Business principles and management</i> (10th ed.) [pp. 668-670]. Cincinnati: South-Western.</p> <p>Lambert, D.M., Stock, J.R., & Ellram, L.M. (1998). <i>Fundamentals of logistics management</i> (pp. 476, 478). Boston: Irwin McGraw-Hill.</p> <p>Perreault, W.D., Jr., & McCarthy, E.J. (1997). <i>Essentials of marketing: A global-managerial approach</i> (7th ed.) [pp. 19, 208]. Chicago: Irwin.</p>

**Software/
Online**

Business Open Learning Archive (2000). *Quality management systems* [Online]. Available: <http://sol.brunel.ac.uk/~jarvis/bola/quality/> [2000, April 26].

Juran, J. (1996). The focus needs to be on quality [Online]. Available: <http://www.smartbiz.com/sbs/arts/exe86.htm> [2000, April 26].

Marketing Education Resource Center (2000). *Grades and standards* [Product Management LAP 8: Presentation Software]. Columbus, OH: Author.

Topic	Quality Assurances
Performance Indicator	Explain warranties and guarantees (PM:020)
Level	Career-sustaining
SCANS	Information 5-8; Systems 15; Basic Skills 1-2,5-6; Thinking Skills 12
Objectives	<ol style="list-style-type: none"> Define the following terms: warranty, express warranty, implied warranty, full warranty, limited warranty, and guarantee. Identify the provisions of a full warranty. Distinguish between warranties and guarantees. Identify the characteristics of an effective guarantee. Describe the purposes of warranties and guarantees. Explain the benefits of warranties and guarantees. Describe government regulation of warranties and guarantees.
Sample Activities	<p>Find and read a product warranty, and answer the following questions:</p> <ol style="list-style-type: none"> Is the warranty full or limited? If a manufacturer defect is found, how is the purchaser protected? What is the procedure for obtaining repairs? What disclaimers are cited? Does the warranty expire? If so, when? <p>Select two product warranties or guarantees provided by your teacher. Examine them to determine whether the information is a warranty or a guarantee. Describe their provisions, and identify the types of warranty or guarantee. Discuss the responses with the class.</p> <p>Obtain samples of warranties and guarantees accompanying products sold by local businesses. Analyze them to determine their type and provisions. Discuss your findings with the class.</p>
Resources	
LAP	<p>Marketing Education Resource Center (1992). <i>Warranties and guarantees</i> [Product/Service Planning LAP 4]. Columbus, OH: Author.</p> <p>Marketing Education Resource Center (1992). <i>Warranties and guarantees: Instructor copy</i> [Product/Service Planning LAP 4]. Columbus, OH: Author.</p>
Textbooks	<p>Burrow, J., & Egglund, S. (1995). <i>Marketing foundations and functions</i> (p. 284). Cincinnati: South-Western.</p> <p>Churchill, G.A., Jr., & Peter, J.P. (1995). <i>Marketing: Creating value for customers</i> (p. 359). Burr Ridge, IL: Irwin McGraw-Hill.</p> <p>Evans, J.R., & Berman, B. (1997). <i>Marketing</i> (7th ed.) [pp. 131-132]. Upper Saddle River, NJ: Prentice Hall.</p> <p>Farese, L.S., Kimbrell, G., & Woloszyk, C.A. (1997). <i>Marketing essentials</i> (2nd ed.) [pp. 475-477]. Mission Hills, CA: Glencoe/McGraw-Hill.</p> <p>Perreault, W.D., Jr., & McCarthy, E.J. (1997). <i>Essentials of marketing: A global-managerial approach</i> (7th ed.) [pp. 217-219]. Chicago: Irwin.</p> <p>Zikmund, W.G., & d'Amico, M. (1999). <i>Marketing</i> (6th ed.) [p. 284]. Cincinnati: South-Western College Publishing.</p>

**Software/
Online**

Imbriale, R. (No date). *10 things you can do to improve your sales* [Online]. Available: <http://www.smartbiz.com/sbs/columns/imb3.htm> [2000, April 26].

Konradt, B.S. (No date). *5 guarantees that may or may not guarantee you more freelance work* [Online]. Available: <http://www.smartbiz.com/sbs/arts/kon5.htm> [2000, April 26].

Topic	Quality Assurances
Performance Indicator	Identify consumer protection provisions of appropriate agencies (PM:017)
Level	Specialist
SCANS	Information 5-8; Systems 15; Basic Skills 1-2,5-6; Thinking Skills 12
Objectives	<ul style="list-style-type: none"> a. Describe forms of consumer protection associated with product/service management. b. Describe the need for consumer protection in product/service management. c. Discuss the role of governmental agencies in protecting consumers. d. Explain laws that protect consumers. e. Explain how consumer protection affects businesses. f. Describe expenses that can be incurred by businesses as a result of consumer protection.
Sample Activities	<p>Use the Internet to locate information about a recent case involving the Consumer Product Safety Commission (CPSC). Record the following information:</p> <ul style="list-style-type: none"> a. Name of company b. Nature of product safety issue c. Outcome of case <p>Present your findings to the class.</p> <p>Read publications to find information about current consumer safety issues being addressed by the Food and Drug Administration (FDA). These issues might include safety of the food supply; safety of drugs and medical devices; purity and safety of cosmetics; honest, informative labeling; removal of harmful products from the market. Record the following information:</p> <ul style="list-style-type: none"> a. Summary of case b. Aspect of marketing involved in the situation: product development, packaging, advertising, labeling, etc. c. Outcome of situation <p>Write a brief paper expressing your opinions about how businesses will be harmed or helped by the outcome of the case. Submit your paper to your teacher.</p> <p>Talk with a business partner to find out how the person's company is affected by government regulation of consumer protection. Ask for examples of changes that the business has made in response to the regulations. Discuss your findings with the class.</p>
Resources LAP	<p>Marketing Education Resource Center (1993). <i>Consumer protection in product planning</i> [Product/Service Planning LAP 7]. Columbus: OH: Author.</p> <p>Marketing Education Resource Center (1993). <i>Consumer protection in product planning: Instructor copy</i> [Product/Service Planning LAP 7]. Columbus: OH: Author.</p>

Textbooks

- Burrow, J., & Eggland, S. (1995). *Marketing foundations and functions* (pp. 68-69). Cincinnati: South-Western Publishing Co.
- Churchill, G.A., Jr., & Peter, J.P. (1995). *Marketing: Creating value for customers* (pp. 40-41). Burr Ridge, IL: Irwin McGraw-Hill.
- Eggland, S.A., Dlabay, L.R., Burrow, J.L., & Ristau, R.A. (2000). *Intro to business* (4th ed.) [pp. 300, 324-328, 410]. Cincinnati: South-Western Educational Publishing.
- Evans, J.R., & Berman, B. (1997). *Marketing* (7th ed.) [pp. 39-41]. Upper Saddle River, NJ: Prentice Hall.
- Farese, L.S., Kimbrell, G., & Woloszyk, C.A. (1997). *Marketing essentials* (2nd ed.) [pp. 37, 65, 422, 477]. Mission Hills, CA: Glencoe/McGraw-Hill.
- Jennings, M.M. (2000). *Business: Its legal, ethical and global environment* (5th ed.) [pp. 175-178, 196, 433]. Cincinnati: West Legal Studies in Business.
- Longenecker, J.G., Moore, C.W., & Petty, J.W. (2000). *Small business management: An entrepreneurial emphasis* (11th ed.) [pp. 286-287, 317-318]. Cincinnati: South-Western.
- Perreault, W.D., Jr., & McCarthy, E.J. (1997). *Essentials of marketing: A global-managerial approach* (7th ed.) [pp. 105-107, 235]. Chicago: Irwin.

**Software/
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- Harrison, B.J. (1992). *Fundraising on trial* [Online]. Available: <http://www.smartbiz.com/sbs/arts/bjh2.htm> [2000, April 26].
- Nolo (No date). *Consumer protection laws* [Online]. Available: http://www.nolo.com/encyclopedia/articles/sb/consumer_protection.html [2000, May 26].
- Smart Business Supersite (No date). *Questions and answers: Americans with Disabilities Act* [Online]. Available: <http://www.smartbiz.com/sbs/arts/ada2.htm> [2000, April 26].
- U.S. Federal Trade Commission Office of Consumer Protection (No date). *Consumer protection* [Online]. Available: <http://www.ftc.gov/ftc/consumer.htm> [2000, May 25].

Topic	Product Mix
Performance Indicator	Explain the concept of product mix (PM:003)
Level	Specialist
SCANS	Resources 3; Information 5-8; Systems 15; Basic Skills 1-2,5-6; Thinking Skills 12
Objectives	<ol style="list-style-type: none"> Define the following terms: product mix, product item, product line, width, depth, consistency, expansion, contraction, alteration, trading up, trading down, and positioning. Identify ways in which product lines can be organized. Describe product mix dimensions. Identify reasons that a business would offer a narrow product mix. Identify reasons that a business would offer a broad product mix. Identify reasons that a business would offer a deep product mix. Identify reasons that a business would offer a shallow product mix. Explain the importance of a business's product mix. Describe advantages of expansion product-mix strategies. Describe disadvantages of expansion product-mix strategies. Describe advantages of contraction product-mix strategies. Describe disadvantages of contraction product-mix strategies. Describe advantages of alteration product-mix strategies. Describe disadvantages of alteration product-mix strategies. Describe advantages of trading up product-mix strategies. Describe disadvantages of trading up product-mix strategies. Describe advantages of trading down product-mix strategies. Describe disadvantages of trading down product-mix strategies. Describe advantages of positioning product-mix strategies. Describe disadvantages of positioning product-mix strategies.
Sample Activities	<p>Visit a company's web site to identify its product lines. Company web sites can be accessed through <i>Companies Online</i> at http://www.companiesonline.com and <i>Hoover's Online</i> at http://www.hoovers.com/. For each product line, identify product items. Print the information obtained. Write a one-page report about the company's product mix and its advantages and disadvantages for the company.</p> <p>Given a handout containing examples of product-mix strategies, identify the type of strategy depicted in each example. Record your responses on the handout, and compare them to those on an answer guide provided by your teacher.</p> <p>Participate in a small-group discussion to analyze the product mix of a local business. Identify the major product items and product lines offered by the business. Determine the product-mix dimensions used by the business and the image projected by the mix. Discuss how the product mix helps the business to be competitive. Recommend changes that could be made to the business's product mix to improve some aspect of the business. Discuss the group's analysis.</p>

Interview a businessperson of your choice to find out how the person's company determines how to diversify its product line. Write a report about your findings, and share it with the class. Make suggestions on products you would add or delete from the product line. Prepare a chart listing advantages and disadvantages of each of your suggestions. Share this chart with the class.

Research a company to determine what product(s) it has deleted recently from its product line. Determine the reasons for this decision, and share your findings with the class.

In a small group, make suggestions for diversifying the product line of a local business. List the advantages and disadvantages of your suggestions. Present the information to the class using a visual to highlight your suggestions.

Obtain examples of products that have used the extended brand-name strategy, and take them to class. Discuss why the company would use this strategy.

Resources LAP

Marketing Education Resource Center (1991). *Product mix* [Product/Service Planning LAP 3]. Columbus, OH: Author.

Marketing Education Resource Center (1991). *Product mix: Instructor copy* [Product/Service Planning LAP 3]. Columbus, OH: Author.

Textbooks

Burrow, J., & Egglund, S. (1995). *Marketing foundations and functions* (pp. 352-353). Cincinnati: South-Western Publishing Co.

Churchill, G.A., Jr., & Peter, J.P. (1998). *Marketing: Creating value for customers* (2nd ed.) [pp. 248-252]. Burr Ridge, IL: Irwin McGraw-Hill.

Evans, J.R., & Berman, B. (1997). *Marketing* (7th ed.) [pp. 307-309]. Upper Saddle River, NJ: Prentice Hall.

Farese, L.S., Kimbrell, G., & Woloszyk, C.A. (1997). *Marketing essentials* (2nd ed.) [pp. 449-454]. Mission Hills, CA: Glencoe/McGraw-Hill.

Johansson, J. (2000). *Global marketing* (2nd ed.) [pp. 375, 414, 478]. Boston: Irwin McGraw-Hill.

Kotler, P., & Armstrong, G. (1997). *Marketing: An introduction* (4th ed.) [pp. 260-263]. Upper Saddle River, NJ: Prentice Hall.

Zikmund, W.G., & d'Amico, M. (1999). *Marketing* (6th ed.) [pp. 271-272, 294, 321-323]. Cincinnati: South-Western College Publishing.

Software/ Online

A.M. Best Company (1999). *The top 500: Fine tuning the product mix* [Online]. Available: <http://www.bestreview.com/lh/1999-07/lhcover.html> [2000, April 26].

Curriculum and Instructional Materials Center (Producer). [1999]. *Marketing, business basics and economics* [Product Planning LAP 3: Presentation Software]. Marketing Education Resource Center (Distributor).

Frontline Systems, Inc. (1996). *A product mix example* [Online]. Available: <http://www.frontsys.com/prodmix.htm> [2000, April 26].

Topic	Product Mix
Performance Indicator	Describe the nature of product bundling (PM:041)
Level	Specialist
SCANS	Resources 3; Information 5-8; Systems 15; Basic Skills 1-2,5-6; Thinking Skills 8-12
Objectives	<ul style="list-style-type: none"> a. Define the term product bundling. b. Identify reasons for bundling of products. c. Describe ways in which products can be bundled. d. Explain the impact of bundling on pricing decisions.
Sample Activities	<p>Imagine that you have been hired as the distribution manager of <i>Back-To-School Bundles</i>. It is your responsibility to determine which school supplies should be packaged together for Rosemont High's back-to-school supply sale. Make a list of the products in each of the bundles you plan to offer for sale, and write a short explanation of your reasoning. Share your findings with a classmate.</p> <p>Browse through the Sunday newspaper advertisements to locate computer hardware or software products that are bundled together. Add up the individual selling prices of each of the products sold in the bundle, and compare the total to the bundled price. Determine which is the better bargain and how the bundling might affect consumer buying decisions. Share your conclusions with the class.</p> <p>Obtain a list of products sold at a school-based enterprise. Make your recommendations for bundling some of the products, and share your ideas with a classmate.</p>
Resources	
Textbooks	Kotler, P., & Armstrong, G. (1997). <i>Marketing: An introduction</i> (4 th ed.) [p. 334]. Upper Saddle River, NJ: Prentice Hall.
Software/ Online	<p>Cloudscape, Inc. (1998). <i>Cloudscape announces product bundling arrangement with Halcyon Software</i> [Online]. Available: http://www.cloudscape.com/News/press/PressRelease10.htm [2000, April 26].</p> <p>MacKie-Mason, J.K., & Riveros, J.F. (1997). Economic and electronic access to scholarly information [Online]. Available: http://www-personal.umich.edu/~jmm/papers/peak-harvard97/#n_jmm [2000, April 26].</p> <p>Publications Resource Group (1999). <i>U.S. Industrial heating, ventilation, and air conditioning (HVAC) equipment markets</i> [Online]. Available: http://www.prgguide.com/title.php3?code=r1-1517 [2000, April 26].</p>

Topic	Positioning
Performance Indicator Level	Describe factors used by marketers to position products/businesses (PM:042) Specialist
SCANS	Information 5-8; Systems 15; Basic Skills 1-2,5-6; Thinking Skills 7-8,12
Objectives	<ul style="list-style-type: none"> a. Define the following terms: competitive advantage and positioning. b. Explain the relationship between the target market with positioning. c. Discuss how marketing mix elements can be differentiated to position products/businesses.
Sample Activities	<p>Select two automobile manufacturers: one offering luxury cars, the other for economy cars. Identify factors that the two companies use to position the cars. Discuss your findings with a small group of students in the class.</p> <p>Using the factors of attribute, price, quality, use, and product user, participate in a small-group activity to develop a chart comparing one product brand to another (e.g., soft drink brands). Share the chart with the class.</p> <p>Research a company of interest to identify the factors it uses to position a particular product. Share your findings with the class.</p>
Resources Textbooks	<p>Burrow, J., & Eggland, S. (1995). <i>Marketing foundations and functions</i> (pp. 194-199). Cincinnati: South-Western Publishing Co.</p> <p>Churchill, G.A., Jr., & Peter, J.P. (1998). <i>Marketing: Creating value for customers</i> (2nd ed.) [pp. 48, 219-221]. Burr Ridge, IL: Irwin McGraw-Hill.</p> <p>Evans, J.R., & Berman, B. (1997). <i>Marketing</i> (7th ed.) [pp. 312, 314, 650-651]. Upper Saddle River, NJ: Prentice Hall.</p> <p>Farese, L.S., Kimbrell, G., & Woloszyk, C.A. (1997). <i>Marketing essentials</i> (2nd ed.) [pp. 23-25]. Mission Hills, CA: Glencoe/McGraw-Hill.</p> <p>Kotler, P., & Armstrong, G. (1997). <i>Marketing: An introduction</i> (4th ed.) [pp. 227-233]. Upper Saddle River, NJ: Prentice Hall.</p> <p>Zikmund, W.G., & d'Amico, M. (1999). <i>Marketing</i> (6th ed.) [pp. 47-48, 246-248, 486-488, 498]. Cincinnati: South-Western College Publishing.</p>
Software/ Online	<p>Bizmove.com (No date). <i>Small business marketing: How to develop a marketing plan</i> [Online]. Available: http://www.bizmove.com/marketing/m2h.htm [2000, May 26].</p> <p>CCH Inc. (No date). <i>What's your positioning message?</i> [Online]. Available: http://www.toolkit.cch.com/text/P03_1072.asp [2000, May 26].</p>

Topic	Positioning
Performance Indicator	Explain the nature of branding (PM:021)
Level	Specialist
SCANS	Information 5-8; Systems 15; Basic Skills 1-2,5-6; Thinking Skills 7-8,12
Objectives	<ol style="list-style-type: none"> Define the following terms: brand, brand name, brand mark, generic brand, national brand, private brand, and licensing. List the characteristics of a good brand. Explain the advantages to businesses of branding. Explain the advantages to customers of branding. Discuss the factors that affect the decision to brand/not brand. Describe the nature of the branding process.
Sample Activities	<p>Select a brand name, and identify the characteristics that make it an effective brand name. Determine the brand's stage of brand loyalty: recognition, preference, or insistence. Prepare a visual featuring the brand name and its characteristics. Display the visual in the classroom.</p> <p>Examine print advertisements to find examples of brands, trade names, brand names, brand marks, and trade characters. Discuss your findings with the class.</p> <p>Locate and read a current article about a business's branding strategies. Evaluate the strategies, and recommend a different branding strategy. Discuss your recommendations with the class.</p>
Resources	
LAP	<p>Marketing Education Resource Center (1992) <i>Branding</i> [Product/Service Planning LAP 6]. Columbus, OH: Author.</p> <p>Marketing Education Resource Center (1992) <i>Branding: Instructor copy</i> [Product/Service Planning LAP 6]. Columbus, OH: Author.</p>
Textbooks	<p>Burrow, J., & Egglund, S. (1995). <i>Marketing foundations and functions</i> (pp. 283, 358-360). Cincinnati: South-Western Publishing Co.</p> <p>Churchill, G.A., Jr., & Peter, J.P. (1998). <i>Marketing: Creating value for customers</i> (2nd ed.) [p. 240]. Burr Ridge, IL: Irwin McGraw-Hill.</p> <p>Egglund, S.A., Dlabay, L.R., Burrow, J.L., & Ristau, R.A. (2000). <i>Intro to business</i> (4th ed.) [pp. 313-314]. Cincinnati: South-Western Educational Publishing.</p> <p>Evans, J.R., & Berman, B. (1997). <i>Marketing</i> (7th ed.) [pp. 382-397, 402-403, 405]. Upper Saddle River, NJ: Prentice Hall.</p> <p>Farese, L.S., Kimbrell, G., & Woloszyk, C.A. (1997). <i>Marketing essentials</i> (2nd ed.) [pp. 463-466]. Mission Hills, CA: Glencoe/McGraw-Hill.</p> <p>Jennings, M.M. (2000). <i>Business: Its legal, ethical and global environment</i> (5th ed.) [p. 196]. Cincinnati: West Legal Studies in Business.</p> <p>Johansson, J. (2000). <i>Global marketing</i> (2nd ed.) [pp. 61, 99, 101]. Boston: Irwin McGraw-Hill.</p> <p>Kotler, P., & Armstrong, G. (1997). <i>Marketing: An introduction</i> (4th ed.) [pp. 240, 248-250]. Upper Saddle River, NJ: Prentice Hall.</p>

Textbooks (cont'd)

Perreault, W.D., Jr., & McCarthy, E.J. (1997). *Essentials of marketing: A global-managerial approach* (7th ed.) [pp. 209-211, 219]. Chicago: Irwin.

Ristau, R.A., Egglund, S.A., Dlabay, L.R., Burrow, J.L., & Daughtrey, A.S. (1997). *Introduction to business* (3rd ed.) [p. 288]. Cincinnati: South-Western Educational Publishing.

Zikmund, W.G., & d'Amico, M. (1999). *Marketing* (6th ed.) [pp. 174-175, 274-281, 316, 321-323]. Cincinnati: South-Western College Publishing.

Video

D.E. Visuals (Producer). [1992]. *Branding/packaging/labeling* [Videocassette]. Columbus, OH: Marketing Education Resource Center (Distributor).

**Software/
Online**

Graham, J.R. (No date). *Sending The Wrong Messages: 18 Ways To Brand A Business—Badly* [Online]. Available: <http://www.smartbiz.com/sbs/columns/graham40.htm> [2000, April 28].

Jaskiewicz, S.P. (1999). *The return of "domain names against trademarks"* [Online]. Available: <http://www.smartbiz.com/sbs/columns/stan44.htm> [2000, April 28].

Rapp, S., & Collins, T.L. (1996). *How to get and keep customers with branding* [Online]. Available: <http://www.smartbiz.com/sbs/arts/nmm1.htm> [2000, April 28].

Curriculum Guide Sheets

Section 3

Promotion

Topic	Nature and Scope
Performance Indicator	Explain the communication process used in promotion (PR:084)
Level	Career-sustaining
SCANS	Information 5-8; Systems 15; Basic Skills 1-2,5-6; Thinking Skills 12
Objectives	<ol style="list-style-type: none"> Define the following terms: sender, receiver, message, and feedback. Distinguish between personal and nonpersonal communication processes. Explain the importance of using an effective communication process in promotion. Describe barriers to effective communication in promotion. Explain techniques for overcoming barriers to effective communication in promotion.
Sample Activities	<p>Participate in a small-group activity to identify the sender, the receiver, the message, and the feedback in examples of promotional cases provided by your teacher. As a group, answer the following questions:</p> <ol style="list-style-type: none"> How does promotion relate to marketing? Who benefits in each case, and what benefits are derived? <p>When all groups have finished, discuss the responses as a class.</p> <p>Select a current promotional activity for which you will determine the sender, the targeted receiver, the message, and the feedback that targeted receivers are providing. Discuss your observations with the class.</p>
Resources Textbooks	<p>Evans, J.R., & Berman, B. (1997). <i>Marketing</i> (7th ed.) [pp. 501-512]. Upper Saddle River, NJ: Prentice Hall.</p> <p>Everard, K.E., & Burrow, J.L. (1996). <i>Business principles and management</i> (10th ed.) (p. 337). Cincinnati: South-Western.</p> <p>Hyden, J.S., Jordan, A.K., Steinauer, M.H., & Jones, M.J. (1999). <i>Communicating for success: An applied approach</i> (2nd ed.) [pp. 8, 281-321]. Cincinnati: South-Western.</p> <p>Kotler, P., & Armstrong, G. (1997). <i>Marketing: An introduction</i> (4th ed.) [pp. 429-435]. Upper Saddle River, NJ: Prentice Hall.</p> <p>Lehman, C.M., & DuFrene, D.D. (1999). <i>Business communications</i> (12th ed.) [pp. 6-8, 58]. Cincinnati: South-Western College Publishing.</p> <p>Mason, R.E., Rath, P.M., Husted, S.W., Lynch, R.L. (1995). <i>Marketing practice and principles</i> (5th ed.) [pp. 372-379]. New York: Glencoe/Macmillan/McGraw-Hill School Publishing Co.</p>
Workbooks/ Manuals	<p>Hanna, M.S., & Wilson, G.L. (1998). <i>Communication in business and professional settings</i> (4th ed.) [pp. 6, 111, 113-117]. New York: The McGraw-Hill Companies.</p> <p>Miculka, J.H. (1999). <i>Speaking for success</i> (pp. 7-8, 21, 75-76, 107, 184). Cincinnati: South-Western Publishing.</p>

Topic	Nature and Scope
Performance Indicator	Explain the role of promotion as a marketing function (PR:001)
Level	Career-sustaining
SCANS	Information 5-8; Systems 15; Basic Skills 1-2,5-6; Thinking Skills 12
Objectives	<ol style="list-style-type: none"> Define the term promotion. List users of promotion. Describe the benefits of using promotion. Describe the costs associated with the use of promotion. Describe types of promotional objectives. Discuss the relationship of promotion and marketing.
Sample Activities	<p>Participate in an activity in which the class has been divided into three groups and assigned to one of the following promotional objectives: to inform, to persuade, to remind. Focus on the group's promotional objective, locating and/or identifying promotional messages targeted at accomplishing the group's objective. Identify at least four promotional messages for the objective. Present the findings to the class.</p> <p>Brainstorm examples of ways that businesses let their customers know about their products. Identify types of information that businesses tell their customers about products.</p> <p>Give examples of current promotions. Explain their purposes.</p> <p>Classify promotional situations by the type of promotional tool being used. Discuss your responses with the class.</p>
Resources LAP	<p>Marketing Education Resource Center (2000). <i>Promotion</i> [Promotion LAP 2]. Columbus, OH: Author.</p> <p>Marketing Education Resource Center (2000). <i>Promotion: Instructor copy</i> [Promotion LAP 2]. Columbus, OH: Author.</p>
Textbooks	<p>Burrow, J., & Egglund, S. (1995). <i>Marketing foundations and functions: Teacher's edition</i> (pp. 516-519). Cincinnati: South-Western.</p> <p>Evans, J.R., & Berman, B. (1997). <i>Marketing</i> (7th ed.) [pp. 501-502, 519-520]. Upper Saddle River, NJ: Prentice Hall.</p> <p>Everard, K.E., & Burrow, J.L. (1996). <i>Business principles and management</i> (10th ed.) [pp. 336-337]. Cincinnati: South-Western.</p> <p>Farese, L.S., Kimbrell, G., & Woloszyk, C.A. (1997). <i>Marketing essentials</i> (2nd ed.) [p. 245]. Mission Hills, CA: Glencoe/McGraw-Hill.</p> <p>Johansson, J. (2000). <i>Global marketing</i> (2nd ed.) [pp. 483-487]. Boston: Irwin McGraw-Hill.</p> <p>Kotler, P., & Armstrong, G. (1997). <i>Marketing: An introduction</i> (4th ed.) [pp. 53, 337-338, 428, 439, 477-485]. Upper Saddle River, NJ: Prentice Hall.</p> <p>Perreault, W.D., Jr., & McCarthy, E.J. (1997). <i>Essentials of marketing: A global-managerial approach</i> (7th ed.) [pp. 308, 323-324]. Chicago: Irwin.</p> <p>Russell, J.T., & Lane, W.R. (1996). <i>Advertising procedure</i> (13th ed.) [pp. 444-445]. Upper Saddle River, NJ: Prentice Hall.</p>

**Workbooks/
Manuals**

Perreault, W.D., Jr., & McCarthy, E.J. (2000). *Applications in basic marketing: Clippings from the popular business press, 1999-2000 edition* (pp. 164-166). Boston: Irwin McGraw-Hill.

Video

RMI (Producer). [1995]. *Promotion* [Videocassette]. Columbus, OH: Marketing Education Resource Center (Distributor).

**Software/
Online**

Cowles Business Media (1998). *Promo Magazine* [Online]. Available: <http://www.mediacentral.com/promo> [2000, May 18].

Curriculum and Instructional Materials Center (Producer). [1999]. *Employee survival skills: Promotion* [Promotion LAP 2: Presentation Software]. Marketing Education Resource Center (Distributor).

Marketing Education Resource Center (2000). *Promotion* [Promotion LAP 2: Presentation Software]. Columbus, OH: Author.

Topic	Nature and Scope
Performance Indicator	Explain the types of promotion (PR:002)
Level	Career-sustaining
SCANS	Information 5-8; Systems 15; Basic Skills 1-2,5-6; Thinking Skills 12
Objectives	<ol style="list-style-type: none"> Define the following terms: product promotion, primary product promotion, secondary product promotion, institutional promotion, public service, public relations and patronage. Identify types of product promotion. Describe the uses of product promotion. Identify types of institutional promotion. Describe uses of institutional promotion. Discuss the advantages of promotional activities. Discuss the disadvantages of promotional activities.
Sample Activities	<p>Locate examples of institutional and product promotions in magazines, in newspapers, or on the Internet. Affix the promotions to paper, and label each by its type of promotion. Obtain feedback.</p> <p>Examine examples of product promotion provided by your teacher. Identify the types of promotion depicted by each promotion. Discuss your responses with the class.</p> <p>Obtain product and institutional promotions from local businesses. Present the promotions to the class.</p>
Resources LAP	<p>Marketing Education Resource Center (1993). <i>Types of promotion</i> [Promotion LAP 4]. Columbus, OH: Author.</p> <p>Marketing Education Resource Center (1995). <i>Types of promotion: Instructor copy</i> [Promotion LAP 4]. Columbus, OH: Author.</p>
Textbooks	<p>Evans, J.R., & Berman, B. (1997). <i>Marketing</i> (7th ed.) [pp. 503-504]. Upper Saddle River, NJ: Prentice Hall.</p> <p>Farese, L.S., Kimbrell, G., & Woloszyk, C.A. (1997). <i>Marketing essentials</i> (2nd ed.) [pp. 245-252, 257]. Mission Hills, CA: Glencoe/McGraw-Hill.</p> <p>Kotler, P., & Armstrong, G. (1997). <i>Marketing: An introduction</i> (4th ed.) [pp. 427-428, 437-439]. Upper Saddle River, NJ: Prentice Hall.</p> <p>Perreault, W.D., Jr., & McCarthy, E.J. (1997). <i>Essentials of marketing: A global-managerial approach</i> (7th ed.) [pp. 308-312, 338, 347, 354-357]. Chicago: Irwin.</p>
Software/ Online	<p>Crain Communications Inc. (No date). <i>Advertising Age</i> [Online]. Available: http://www.adage.com [2000, June 8].</p> <p>Curriculum and Instructional Materials Center (Producer). [1999]. <i>Employee survival skills: Promotion</i> [Promotion LAP 4: Presentation Software]. Marketing Education Resource Center (Distributor).</p> <p>The University of Texas at Austin (No date). <i>Advertising world</i> [Online]. Available: http://advertising.utexas.edu/world/index.html [2000, June 8].</p>

Topic	Nature and Scope
Performance Indicator	Identify the elements of the promotional mix (PR:003)
Level	Specialist
SCANS	Information 5-8; Systems 15; Basic Skills 1-2,5-6; Thinking Skills 12
Objectives	<ul style="list-style-type: none"> a. Define the following terms: promotional mix, advertising, personal selling, publicity and sales promotion. b. Identify the elements of the promotional mix. c. Categorize examples of promotions according to the elements of the promotional mix. d. Describe the importance of the promotional mix. e. Identify factors affecting the promotional mix. f. Describe how the product being sold affects the promotional mix. g. Explain how the product's market affects the promotional mix. h. Discuss how the distribution system affects the promotional mix. i. Explain how the product's company affects the promotional mix.
Sample Activities	<p>Select a business, and identify its promotional mix. Recommend changes to the mix that you feel would help the business to communicate better with its customers.</p> <p>Given case studies depicting the use of the elements of the promotional mix, label each as to the type of promotional element depicted. Discuss your responses with the class.</p> <p>Collect two examples of each element of the promotional mix. Create a collage, identifying each element in the collection. Display the visual in the classroom.</p> <p>Find out which elements of the promotional mix are used by local businesses. Obtain examples or write down a description of the promotions. Show the materials to your teacher.</p>
Resources	
LAP	<p>Marketing Education Resource Center (2000). <i>Promotional mix</i> [Promotion LAP 1]. Columbus, OH: Author.</p> <p>Marketing Education Resource Center (2000). <i>Promotional mix: Instructor copy</i> [Promotion LAP 1]. Columbus, OH: Author.</p>
Textbooks	<p>Evans, J.R., & Berman, B. (1997). <i>Marketing</i> (7th ed.) [pp. 503, 515-516]. Upper Saddle River, NJ: Prentice Hall.</p> <p>Farese, L.S., Kimbrell, G., & Woloszyk, C.A. (1997). <i>Marketing essentials</i> (2nd ed.) [pp. 245-253]. Mission Hills, CA: Glencoe/McGraw-Hill.</p> <p>Kotler, P., & Armstrong, G. (1997). <i>Marketing: An introduction</i> (4th ed.) [pp. 427-428, 437-439]. Upper Saddle River, NJ: Prentice Hall.</p> <p>Perreault, W.D., Jr., & McCarthy, E.J. (1997). <i>Essentials of marketing: A global-managerial approach</i> (7th ed.) [pp. 317-323]. Chicago: Irwin.</p>
Video	RMI (Producer). [1997]. <i>Promoting products</i> [Videocassette]. Columbus, OH: Marketing Education Resource Center (Distributor).

**Software/
Online**

Curriculum and Instructional Materials Center (Producer). [1999]. *Employee survival skills: Promotion* [Promotion LAP 1: Presentation Software]. Marketing Education Resource Center (Distributor).

Faculty, College of Communication, The University of Texas at Austin (1995). *Thoughts about the future of advertising: A white paper* [Online]. Available: <http://advertising.utexas.edu/research/papers/WhiteLong.html> [2000, April 28].

Marketing Education Resource Center (2000). *Promotional mix* [Promotion LAP 1: Presentation Software]. Columbus, OH: Author.

Topic	Nature and Scope
Performance Indicator	Describe the use of business ethics in promotion (PR:099)
Level	Specialist
SCANS	Information 5-8; Systems 15; Basic Skills 1-2,5-6; Thinking Skills 12; Personal Qualities 17
Objectives	<ul style="list-style-type: none"> a. Explain ethical issues associated with fear-based advertising. b. Discuss sexism/stereotyping in advertising. c. Explain ethical issues associated with promotion to children. d. Discuss ethical issues associated with sales promotion sweepstakes, samples, rebates, and premiums. e. Describe ways that businesses use socially responsible promotions.
Sample Activities	<p>Watch television advertisements, and identify five deceptive techniques you see. Discuss your observations with the class, identifying the product being advertised and what you consider deceptive.</p> <p>Research local newspapers for a misleading or deceptive advertisement. Compile the ads into a class poster for display.</p> <p>Write a paper about the relevance of truth in advertising.</p>
Resources Textbooks	<p>Churchill, G.A., Jr., & Peter, J.P. (1995). <i>Marketing: Creating value for customers</i> (pp. 569-571, 589, 593-594, 623-624). Burr Ridge, IL: Irwin McGraw-Hill.</p> <p>Churchill, G.A., Jr., & Peter, J.P. (1998). <i>Marketing: Creating value for customers</i> (2nd ed.) [pp. 492, 494]. Burr Ridge, IL: Irwin McGraw-Hill.</p> <p>Zikmund, W.G., & d'Amico, M. (1999). <i>Marketing</i> (6th ed.) [pp. 488-489]. Cincinnati: South-Western College Publishing.</p>
Software/ Online	<p>Piscopo, M. (1995). <i>Articles of the code of fair practice</i> [Online]. Available: http://www.smartbiz.com/sbs/arts/pms2.htm [2000, May 2].</p> <p>Knight, C.M. (2000). <i>List-ownerethics rulebook</i> [Online]. Available: http://www.list-tips.com/articles/list-business/032899.html [2000, May 2].</p>

Topic	Nature and Scope
Performance Indicator	Describe the use of technology in the promotion function (PR:100)
Level	Specialist
SCANS	Information 5-8; Systems 15; Technology 18-19; Basic Skills 1-2,5-6; Thinking Skills 12
Objectives	<ol style="list-style-type: none"> Identify ways that the use of technology impacts the promotion function. Explain specific applications of technology in promotion.
Sample Activities	<p>Conduct research on how the Internet is changing the way businesses promote their products. Write a one-page paper on the topic, and submit it to your teacher.</p> <p>Listen to a guest speaker from an ad agency discuss how technology has affected the preparation and development of promotions. List three points identified by the speaker. Discuss the list with the class.</p> <p>Go on a scavenger hunt at a local grocery store to identify in-store promotions that are affected by technology. Prepare a list of the items identified. Discuss your findings with a small group of students in the class.</p>
Resources	
Textbooks	<p>Churchill, G.A., Jr., & Peter, J.P. (1998). <i>Marketing: Creating value for customers</i> (2nd ed.) [pp. 74-75, 294]. Burr Ridge, IL: Irwin McGraw-Hill.</p> <p>Hanson, W. (2000). <i>Principles of Internet marketing</i> (pp. 252-288). Cincinnati: South-Western College Publishing.</p> <p>Johansson, J. (2000). <i>Global marketing</i> (2nd ed.) [pp. 479, 535-537]. Boston: Irwin McGraw-Hill.</p> <p>Pelton, L.E., Strutton, D., & Lumpkin, J.R. (1997). <i>Marketing channels: A relationship management approach</i> (pp. 99-102). Boston: Irwin McGraw-Hill.</p> <p>Zeithaml, V.A., & Bitner, M.J. (2000). <i>Services marketing: Integrating customer focus across the firm</i> (2nd ed.) [pp. 17-18]. Boston: Irwin McGraw-Hill.</p> <p>Zikmund, W.G., & d'Amico, M. (1999). <i>Marketing</i> (6th ed.) [pp. 132-133, 233-236, 351, 406-407, 465-466, 521-522, 550, 572]. Cincinnati: South-Western College Publishing.</p>
Workbooks/ Manuals	<p>Perreault, W.D., Jr., & McCarthy, E.J. (2000). <i>Applications in basic marketing: Clippings from the popular business press, 1999-2000 edition</i> (pp. 38-42). Boston: Irwin McGraw-Hill.</p>

Topic	Nature and Scope
Performance Indicator	Describe the regulation of promotion (PR:101)
Level	Specialist
SCANS	Information 5-8; Systems 15; Basic Skills 1-2,5-6; Thinking Skills 12; Personal Qualities 17
Objectives	<ol style="list-style-type: none"> Explain the needed for truthfulness in promotional messages and claims. Discuss how the use of misleading or inaccurate statements in promotion is regulated. Describe actions that can be taken by the Federal Trade Commission to correct misleading advertising. Discuss reasons for the regulation of products used in advertising. Explain how the legality of products used in advertising can vary from country to country.
Sample Activities	<p>Access the United States' Federal Trade Commission web site at http://www.ftc.gov, and use its search engine to link to articles/transcripts related to advertising. Select an article that discusses the actions the Federal Trade Commission has taken to ensure fair advertising practices by a business/industry, and write a one-page summary of your findings. Submit your summary to the teacher.</p> <p>Contact a local advertising agency, and ask to speak to the art director. Set up a convenient time to meet with her/him to discuss the types of regulations governing promotion and how those regulations affect the creative process. Share your findings with the class.</p> <p>Use the Internet and your local library to obtain information about regulations concerning advertisements for tobacco and alcohol and minors. Discuss the reasons for the regulations with a classmate.</p>
Resources Software/ Online	<p>Advertising Law Resource Center (1996-2000). <i>Advertisers' info page</i> [Online]. Available: http://www.lawpublish.com [2000, May 25].</p> <p>McNamara, C. (No date). <i>U.S. laws regarding advertising and marketing</i> [Online]. Available: http://www.mapnp.org/library/legal/advrtze/advrtze.htm#anchor380521 [2000, May 25].</p> <p>Nolo (No date). <i>7 rules for legal advertising</i> [Online]. Available: http://www.nolo.com/encyclopedia/articles/sb/adrules.html [2000, May 25].</p>

Topic	Advertising
Performance Indicator	Explain the types of advertising media (PR:007)
Level	Specialist
SCANS	Information 5-8; Systems 15; Basic Skills 1-2,5-6; Thinking Skills 12
Objectives	<ul style="list-style-type: none"> a. Define the term advertising media. b. Identify types of advertising media. c. Identify types of print media. d. Categorize types of newspapers. e. Identify types of newspaper advertising. f. Categorize types of magazines. g. Identify types of broadcast media. h. Categorize types of broadcast advertising. i. Identify types of radio programming. j. Categorize purchase options for television advertising. k. Identify types of direct-mail promotions. l. Identify types of out-of-home media. m. Define specialty advertising. n. Identify examples of "other media." o. Describe advantages associated with print advertising. p. Discuss limitations associated with print advertising. q. Explain advantages of broadcast advertising. r. Explain limitations of broadcast advertising. s. Describe advantages associated with direct-mail advertising. t. Discuss limitations of direct-mail advertising. u. Explain advantages of using out-of-home advertising. v. Describe limitations of using out-of-home media. w. Explain advantages of using "other promotional" media. x. Describe limitations of "other promotional" media.
Sample Activities	<p>Create a list of print and broadcast media available in your area. Determine how often they are published/broadcast, who their target audiences are, and what type(s) of businesses could benefit from using each medium. Collect examples of their advertisements.</p> <p>Given a handout containing promotional situations, classify the advertising media used as broadcast, print, direct mail, out-of-home, or other. Discuss your responses with the class.</p> <p>Listen to an advertising representative from a local business talk about the advertising media the business uses. Record the key points of the presentation.</p>
Resources LAP	<p>Marketing Education Resource Center (1994). <i>Types of promotional media</i> [Promotion LAP 3]. Columbus, OH: Author.</p> <p>Marketing Education Resource Center (1994). <i>Types of promotional media: Instructor copy</i> [Promotion LAP 3]. Columbus, OH: Author.</p>

Textbooks

Farese, L.S., Kimbrell, G., & Woloszyk, C.A. (1997). *Marketing essentials* (2nd ed.) [pp. 257-263]. Mission Hills, CA: Glencoe/McGraw-Hill.

**Software/
Online**

Curriculum and Instructional Materials Center (Producer). [1999]. *Employee survival skills: Promotion* [Promotion LAP 3: Presentation Software]. Marketing Education Resource Center (Distributor).

Nunley, K. (No date). *Kevin Nunley On affordable media advertising: Biz-tips for media advertising* [Online]. Available:
<http://www.smartbiz.com/sbs/columns/nun28.htm> [2000, May 2].

Nunley, K. (No date). *Kevin Nunley On affordable media advertising: Biz-tips for media advertising—Part II* [Online].
<http://www.smartbiz.com/sbs/columns/nun29.htm> [2000, May 2].

Topic	Advertising
Performance Indicator	Explain components of advertisements (PR:014)
Level	Specialist
SCANS	Information 5-8; Systems 15; Basic Skills 1-2,5-6; Thinking Skills 12
Objectives	<ol style="list-style-type: none"> Define the following terms: headline, illustration, identification, copy, layout, and white space. Explain the purpose of each element in an advertisement. Describe the purpose of an ad's layout. Identify approaches businesses can use with headlines to achieve the ad's objectives. Explain ways businesses can use illustrations in advertisements to focus reader's attention on the product. Describe copy techniques that businesses can use to create desire for a product in a print advertisement. Identify types of information contained in the identification element of advertisements. Explain the importance of coordinating the elements in advertisements.
Sample Activities	<p>Choose an advertisement, and identify each of its elements and the way that each of the elements has been used to achieve the objectives of the advertisement. Examine the effectiveness of the advertisement's elements, and explain your rationale to a classmate.</p> <p>Given examples of advertisements, identify their elements and how the content of the elements has been used to achieve the advertisements' objective.</p> <p>Use magazine, newspaper, Internet, and direct-mail cutouts to create a collage that includes five different headline approaches, five different types of illustrations used to focus reader's attention, a sample of the eight different types of copy, and four different ways businesses encourage action through their identification element. Label each of the elements on the collage, and share your project with the class.</p>
Resources LAP	<p>Marketing Education Resource Center (1994). <i>Parts of print advertisements</i> [Promotion LAP 7]. Columbus, OH: Author.</p> <p>Marketing Education Resource Center (1994). <i>Parts of print advertisements: Instructor copy</i> [Promotion LAP 7]. Columbus, OH: Author.</p>
Textbooks	<p>Churchill, G.A., Jr., & Peter, J.P. (1998). <i>Marketing: Creating value for customers</i> (2nd ed.) [pp. 479-480]. Burr Ridge, IL: Irwin McGraw-Hill.</p> <p>McDonald, W.J. (1998). <i>Direct marketing: An integrated approach</i> (pp. 19, 309-311). Boston: Irwin McGraw-Hill.</p> <p>Rossiter, J.R., & Percy, L. (1997). <i>Advertising communications & promotion management</i> (pp. 288-305). Boston: Irwin McGraw-Hill.</p>
Workbooks/ Manuals	Kaser, K., & Oelkers, D.B. (2001). <i>Sports and entertainment marketing</i> (pp. 135-136). Cincinnati: South-Western Educational Publishing.

**Software/
Online**

Curriculum and Instructional Materials Center (Producer). [1999]. *Promotion and outside selling* [Promotion LAP 7: Presentation Software]. Marketing Education Resource Center (Distributor).

Small Business Exchange (1998). *Print ads (newspapers and magazines)* [Online]. Available:
<http://home3.americanexpress.com/smallbusiness/resources/expanding/copywriting/print.shtml> [2000, May 30].

Topic	Advertising
Performance Indicator	Write promotional messages that appeal to targeted markets (PR:016)
Level	Specialist
SCANS	Information 5-8; Systems 15; Basic Skills 1-2,5-6; Thinking Skills 7,12
Objectives	<ol style="list-style-type: none"> Discuss the overall objectives of advertising copy. Describe factors that affect the way in which copy is written and what it says. Describe principles for writing effective promotional messages. Explain procedures for preparing advertising copy. Write copy for advertisements that appeal to targeted markets.
Sample Activities	<p>The senior class sponsor has given you important factors about this year's senior class trip. Write the copy for a one-page handout (8 ½" x 11") to promote the trip to the senior class.</p> <p>Write the print ad copy for a new school spirit sweatshirt being sold in your school store. The ad will be run in your school newspaper as one element of the promotional campaign.</p> <p>Write the copy for an advertisement promoting a dance sponsored by your DECA chapter following a seasonal sports event.</p> <p>Write the copy for an advertisement about a holiday shop for preschoolers. The shop is operated by your DECA chapter. Present the ad copy to a small group of students.</p>
Resources	
LAP	<p>Marketing Education Resource Center (1997). <i>Preparing print ad copy</i> [Promotion LAP 9]. Columbus, OH: Author.</p> <p>Marketing Education Resource Center (1994). <i>Preparing print ad copy: Instructor copy</i> [Promotion LAP 9]. Columbus, OH: Author.</p>
Textbooks	<p>Burrow, J., & Egglund, S. (1995). <i>Marketing foundations and functions</i> (pp. 132-133, 139). Cincinnati: South-Western.</p> <p>Farese, L.S., Kimbrell, G., & Woloszyk, C.A. (1997). <i>Marketing essentials</i> (2nd ed.) [pp. 73-78, 96-97]. Mission Hills, CA: Glencoe/McGraw-Hill.</p> <p>Wisner, B. (1996). <i>Applied marketing</i> (pp. 32-35, 40-42, 540-541). Upper Saddle River, NJ: Prentice Hall.</p> <p>Zikmund, W.G., Middlemist, R.D., & Middlemist, M.R. (1995). <i>Business: The American challenge for global competitiveness</i> (p. 295). Burr Ridge, IL: Irwin.</p>
Workbooks/ Manuals	<p>Shaw, R.T. (1995). <i>Core concepts: Marketing</i> (p. 304). Cincinnati: South-Western.</p> <p>Turner, J., & Bottoms Maio, G. (1995). <i>Marketing in a global economy</i> (pp. 57-72, 223). Cincinnati: South-Western.</p>

**Software/
Online**

Curriculum and Instructional Materials Center (Producer). [1999]. *Promotion and outside selling* [Promotion LAP 9: Presentation Software]. Marketing Education Resource Center (Distributor).

North American Publishing Company (2000). *Target marketing* [Online]. Available: <http://advertising.utexas.edu/> [2000, May 4].

Topic	Advertising
Performance Indicator	Explain the nature of direct advertising strategies (PR:089)
Level	Specialist
SCANS	Information 5-8; Systems 15; Basic Skills 1-2,5-6; Thinking Skills 7,12
Objectives	<ul style="list-style-type: none"> a. Define the term direct advertising. b. Identify types of direct advertising (direct mail, e-mail, automated callers, www, voice mail, faxes, catalogs, telemarketing). c. Explain the importance of technology in direct advertising. d. Discuss when direct advertising can be used effectively. e. Describe advantages/disadvantages of using direct advertising.
Sample Activities	<p>Collect as many examples of direct-response advertisements as possible during a three-day period of time. Maintain a log of where the advertisements were found. Participate in a small-group activity to discuss whether the advertisements were placed in appropriate media that would reach a targeted market. As a group, identify the targeted market for the advertisements.</p> <p>Participate in a small-group activity to identify a direct-advertising strategy that could be used effectively by a school-based enterprise. Identify a target audience for the advertisement. Share the group's ideas with the class.</p> <p>Listen to a list broker's presentation about mailing lists: what to look for, how to test their effectiveness, what to consider when selecting a list broker, and how much you should expect to pay for lists. Record the key points of the presentation.</p> <p>Talk with a business partner about direct advertising strategies used by the person's company. Find out what strategies are used, why, and how. Determine whether the strategies are integrated into the company's total promotional plan or are used as a stand-alone promotional tool. Write a synopsis of your findings.</p>
Resources Textbooks	<p>Arens, W.F. (1999). <i>Contemporary advertising</i> (7th ed.) [pp. 176, 178, 281-291]. Boston: Irwin McGraw-Hill.</p> <p>Johansson, J. (2000). <i>Global marketing</i> (2nd ed.) [pp. 127, 483-486]. Boston: Irwin McGraw-Hill.</p> <p>Lewis, H.G., & Nelson, C. (1999). <i>Advertising age handbook of advertising</i> (pp. 80, 106, 150-152, 154-155, 158-159). Chicago: NTC/Contemporary Publishing Group, Inc.</p> <p>McDonald, W.J. (1998). <i>Direct marketing: An integrated approach</i> (pp. 32, 78, 81-82, 83-87). Boston: Irwin McGraw-Hill.</p> <p>Rossiter, J.R., & Percy, L. (1997). <i>Advertising communications & promotion management</i> (pp. 4, 324, 404-415). Boston: Irwin McGraw-Hill.</p> <p>Zikmund, W.G., & d'Amico, M. (1999). <i>Marketing</i> (6th ed.) [pp. 403, 406-409, 467, 521-522]. Cincinnati: South-Western College Publishing.</p>

**Software/
Online**

About.com (No date). *Direct marketing web page* [Online]. Available:
http://marketing.about.com/smallbusiness/marketing/msub_direct.htm
[2000, June 1].

CCH Inc. (No date). *Electronic marketing* [Online]. Available:
http://www.toolkit.cch.com/text/P03_7037.asp [2000, June 1].

Duncan, G. (No date). *How does direct response differ from advertising? Let us count the ways!* [Online]. Available:
<http://www.smartbiz.com/sbs/columns/duncan17.htm> [2000, May 18].

Topic	Advertising
Performance Indicator	Describe considerations in using databases in advertising (PR:091)
Level	Specialist
SCANS	Information 5-8; Systems 15; Basic Skills 1-2,5-6; Thinking Skills 12
Objectives	<ol style="list-style-type: none"> Describe ways to use databases in advertising. Identify advantages of using databases in advertising. Cite limitations associated with using databases in advertising. Identify sources of mailing lists that can be used in advertising.
Sample Activities	<p>Access the Direct Marketing Club of New York's web site at http://www.dmcny.org, and select the link to its <i>Directory</i>. Choose one of the Database Marketing Services listed and link to its web site. Use the information on the site to write a report about ways that databases can be used in advertising.</p> <p>Imagine that a database has been set up containing information about the buying habits of each student in your classroom. Determine how that database could be used as an effective advertising tool for a local business. Submit your ideas to the teacher on a sheet of paper.</p> <p>Visit your local guidance office to obtain college brochures. Analyze the brochures to determine the types of information about students in your school that might be included in a database to help the colleges narrow their marketing efforts.</p> <p>Write a letter to the Direct Marketing Association at 1111 19th Street, N.W., Washington, D.C. 20036-3603. Explain that you are a student doing research about the use of databases in advertising. Ask them to cite the advantages and disadvantages of databases and to identify the sources of mailing lists. Share the association's response with the class.</p>
Resources Textbooks	<p>Arens, W.F. (1999). <i>Contemporary advertising</i> (7th ed.) [pp. 281, 285-286]. Boston: Irwin McGraw-Hill.</p> <p>Johansson, J. (2000). <i>Global marketing</i> (2nd ed.) [pp. 484-486]. Boston: Irwin McGraw-Hill.</p> <p>Lewis, H.G., & Nelson, C. (1999). <i>Advertising age handbook of advertising</i> (p. 18). Chicago: NTC/Contemporary Publishing Group, Inc.</p> <p>McDonald, W.J. (1998). <i>Direct marketing: An integrated approach</i> (pp. 28, 93-106). Boston: Irwin McGraw-Hill.</p> <p>Rossiter, J.R., & Percy, L. (1997). <i>Advertising communications & promotion management</i> (pp. 307-308, 404-407). Boston: Irwin McGraw-Hill.</p> <p>Zikmund, W.G., & d'Amico, M. (1999). <i>Marketing</i> (6th ed.) [pp. 521-522]. Cincinnati: South-Western College Publishing.</p>

**Software/
Online**

Duncan, G. (No date). *Database marketing-the camel in the dark*. [Online]. Available: <http://www.smartbiz.com/sbs/columns/duncan12.htm> [2000, May 18].

Duncan, G. (1995). *How to use your customer database* [Online]. Available: <http://www.smartbiz.com/sbs/arts/dun4.htm> [2000, May 18].

Topic	Advertising
Performance Indicator	Create web site (PR:102)
Level	Specialist
SCANS	Information 5-8; Systems 15; Technology 18-19; Basic Skills 1-2,5-6; Thinking Skills 7,12
Objectives	<ul style="list-style-type: none"> a. Identify sources of information about web site creation. b. Explain the necessity for clear communication when creating a web site. c. Demonstrate procedures for creating a web site.
Sample Activities	<p>Given the design components of a web site specified by your teacher/classmates, create a web page for an organization in your school/community. Obtain feedback from your classmates.</p> <p>Develop a visual to illustrate a home page and links to other sites. Share it with your teacher.</p> <p>Following a presentation by a computer/technology teacher in your school, create a personal web page.</p> <p>Create or update a web page or link for your DECA chapter. Show your design to a partner to discuss its strengths and weaknesses.</p> <p>Create or update a web page or link for your school's marketing classes or school-based enterprise.</p> <p>Use a popular Internet search engine to find information on "create web." Share your findings with a classmate.</p>
Resources Textbooks	<p>Johansson, J. (2000). <i>Global marketing</i> (2nd ed.) [pp. 493, 535]. Boston: Irwin McGraw-Hill.</p> <p>Zikmund, W.G., & d'Amico, M. (1999). <i>Marketing</i> (6th ed.) [pp. 203, 432]. Cincinnati: South-Western College Publishing.</p>

**Software/
Online**

About.com (No date). *Website marketing web page* [Online]. Available: http://marketing.about.com/smallbusiness/marketing/msub_webmarket.htm [2000, June 1].

BankBoston (No date). *Build a web site* [Online]. Available: <http://204.183.94.19/bankboston/builds~1.asp> [2000, May 30].

Career Track (Producer). [1996]. *Learn how to build a Web page* (Vol. 1) [Multimedia]. Columbus, OH: Marketing Education Resource Center (Distributor).

McNamara, C. (No date). *World wide web: Building, managing and promoting your site* [Online]. Available: <http://www.mapnp.org/library/infomgnt/web/web.htm> [2000, May 30].

Viacorp Pty Ltd (2000). *Pointers on how to create business Websites that work* [Online]. Available: <http://www.viacorp.com/pointers.html#top> [2000, May 18].

Website Pros Inc. (2000). *Website for dummy's* [Online]. Available: <http://cartracing.net/Website.htm> [2000, May 18].

What?is.com (1999). *Creating a Web site* [Online]. Available: <http://www.whatis.com/index.htm> [2000, May 18].

Topic	Advertising
Performance Indicator	Calculate media costs (PR:009)
Level	Specialist
SCANS	Information 5-8; Systems 15; Basic Skills 1-3,5-6; Thinking Skills 12
Objectives	<ol style="list-style-type: none"> Define the following terms: primary circulation, secondary circulation, position preferences, zoning, flat rates, sliding-scale rates, combination rates, delivered circulation, guaranteed circulation, bleed pages, gatefolds, spreads, partial runs, split-run, selective binding, rating, gross rating points, run-of-schedule air time, painted bulletins, poster panels, spectaculars, direct mail, shared mail, cost per thousand (CPM), cost per gross rating point (CPRP), banner ads, and clickthroughs. Describe factors affecting the cost of newspaper advertising rates. Explain advertising rates in newspapers. Explain factors affecting the cost of magazine advertising rates. Discuss discounts that affect advertising rates in newspapers. Explain factors affecting television advertising rates. Identify factors that impact the audience space and composition of television audiences. Explain how television ad rates are determined. Discuss how radio ad rates are determined. Describe factors affecting out-of-home media advertising rates. Identify factors affecting direct mail advertising rates. Read and determine advertising rates using a rate card. Distinguish between absolute and relative cost of media. Explain the process for determining the cost effectiveness of media vehicles. Discuss techniques for calculating Internet advertising rates. Calculate the costs of advertising in media vehicles.
Sample Activities	<p>Contact a specific media vehicle to determine the audience size for a specific target group of interest to you (e.g., men 25-54). Also, obtain rate information from the medium and/or SRDS directories. Compare this information with A.C. Nielsen and Arbitron data for radio and television, Audit Bureau of Circulation for major print media, or Traffic Audit Bureau (TAB) for outdoor media. Use the information to calculate cost per thousand (CPM) for print media or cost per rating point (CPRP) for broadcast media. Discuss your calculations with the class.</p> <p>Locate directories from the Standard Rate and Data Service (SRDS) at a public or college/university library. Using the rate information, calculate the absolute cost of the advertisement placed in a variety of media.</p> <p>Given a series of cases with cost and target market circulation figures for competing newspapers, calculate the cost effectiveness of newspapers by determining cost per thousand (CPM) for each newspaper. Discuss your findings with the class.</p>

Resources**LAP**

Marketing Education Resource Center (2000). *Calculating media costs* [Promotion LAP 6]. Columbus, OH: Author.

Marketing Education Resource Center (2000). *Calculating media costs: Instructor copy* [Promotion LAP 6]. Columbus, OH: Author.

Textbooks

Churchill, G.A., Jr., & Peter, J.P. (1998). *Marketing: Creating value for customers* (2nd ed.) [pp. 220-221, 419-421]. Burr Ridge, IL: Irwin McGraw-Hill.

Evans, J.R., & Berman, B. (1997). *Marketing* (7th ed.) [pp. 536, 630]. Upper Saddle River, NJ: Prentice Hall.

Farese, L.S., Kimbrell, G., & Woloszyk, C.A. (1997). *Marketing essentials* (2nd ed.) [pp. 23-25, 246, 256-269, 424, 442]. Mission Hills, CA: Glencoe/McGraw-Hill.

Johansson, J. (2000). *Global marketing* (2nd ed.) [pp. 449, 535-536, 546]. Boston: Irwin McGraw-Hill.

Kotler, P., & Armstrong, G. (1997). *Marketing: An introduction* (4th ed.) [pp. 338, 470-474]. Upper Saddle River, NJ: Prentice Hall.

McDonald, W.J. (1998). *Direct marketing: An integrated approach* (pp. 30, 140-143, 175-177). Boston: Irwin McGraw-Hill.

Perreault, W.D., Jr., & McCarthy, E.J. (1997). *Essentials of marketing: A global-managerial approach* (7th ed.) [pp. 367, 394]. Chicago: Irwin.

Zikmund, W.G., & d'Amico, M. (1999). *Marketing* (6th ed.) [pp. 47-48, 246-248, 486-488, 498]. Cincinnati: South-Western College Publishing.

**Workbooks/
Manuals**

Bangs, D.H., Jr. (1998). *The market planning guide* (5th ed.) [pp. 114-117]. Columbus, OH: Marketing Education Resource Center (Distributor).

**Software/
Online**

Curriculum and Instructional Materials Center (Producer). [1999]. *Employee survival skills: Promotion* [Promotion LAP 6: Presentation Software]. Marketing Education Resource Center (Distributor).

Marketing Education Resource Center (2000). *Calculating media costs* [Promotion LAP 6: Presentation Software]. Columbus, OH: Author.

Smart Business Supersite (1996). *13 ways to reduce advertising costs* [Online]. Available: <http://www.smartbiz.com/sbs/arts/cop3.htm> [2000, May 2].

Bly, R.W. (No date). *10 ways to stretch your advertising budget* [Online]. Available: <http://www.smartbiz.com/sbs/arts/bly42.htm> [2000, May 2].

Topic	Publicity/Public Relations
Performance Indicator	Write a news release (PR:057)
Level	Specialist
SCANS	Information 5-8; Systems 15; Basic Skills 1-2,5-6; Thinking Skills 7,12
Objectives	<ol style="list-style-type: none"> Define the following terms: news releases, hard news, soft news, captioned photograph, Identify subjects addressed in news releases. Explain who is responsible for writing news releases for businesses. Distinguish between hard news and soft news. Explain purposes of news releases. Describe techniques for catching an editor's attention to get news release presented. Discuss guidelines to follow when preparing to write a news release. Describe techniques for creating professional-looking news releases. Explain procedures for writing the body of the release. Write a news release for a business situation.
Sample Activities	<p>Write a news release about a business, a product, or an event with which you are familiar. Ask your teacher to check to see that you have followed the guidelines for writing news releases, and submit the release to your school newspaper.</p> <p>Contact a large business in your community to obtain the name of the person responsible for writing its news releases. Ask the person to explain the purpose of the releases and the guidelines s/he follows when preparing them. Share your findings with a classmate.</p> <p>Given a news release evaluation form, rate the effectiveness of a news release prepared by a classmate. Discuss the ratings with the classmate, identifying strengths, weaknesses, and ways to improve the release.</p> <p>Access McDonald's web site at http://www.mcdonalds.com, select the link to <i>What's New</i> and then the link to <i>Press Releases</i>. Print and read a copy of one of the press releases. Identify the subjects addressed in the news release and the purpose of the release. Share the news release and your conclusions with a classmate, and collaborate to determine if the techniques used to create the release were effective.</p> <p>Write a news release for an upcoming activity sponsored by Marketing Education or DECA. Obtain feedback from the instructor.</p>
Resources LAP	<p>Marketing Education Resource Center (1995). <i>Writing news releases</i> [Promotion LAP 10]. Columbus, OH: Author.</p> <p>Marketing Education Resource Center (1995). <i>Writing news releases: Instructor copy</i> [Promotion LAP 10]. Columbus, OH: Author.</p>

Textbooks

Churchill, G.A., Jr., & Peter, J.P. (1998). *Marketing: Creating value for customers* (2nd ed.) [pp. 492-493]. Burr Ridge, IL: Irwin McGraw-Hill.

Farese, L.S., Kimbrell, G., & Woloszyk, C.A. (1997). *Marketing essentials* (2nd ed.) [pp. 301-303]. Mission Hills, CA: Glencoe/McGraw-Hill.

Johansson, J. (2000). *Global marketing* (2nd ed.) [p. 478]. Boston: Irwin McGraw-Hill.

Zikmund, W.G., & d'Amico, M. (1999). *Marketing* (6th ed.) [pp. 576-577]. Cincinnati: South-Western College Publishing.

**Software/
Online**

Online Women's Business Center (No date). *Press releases* [Online]. Available: http://www.onlinewbc.org/docs/market/mk_release_pr.html [2000, May 4].

Purvis, J. (No date). *The press release: An important publicity tool* [Online]. Available: <http://www.smartbiz.com/sbs/arts/purvis3.htm> [2000, May 4].

Topic	Management of Promotion
Performance Indicator	Explain the nature of a promotional plan (PR:073)
Level	Specialist
SCANS	Information 5-8; Systems 15; Basic Skills 1-2,5-6; Thinking Skills 7,12
Objectives	<ol style="list-style-type: none"> Define promotional plan. Describe types of promotional plans. Identify the components of a promotional plan. Describe internal and external factors that can affect promotional plans. Explain the need for a promotional plan.
Sample Activities	<p>Examine the components of a promotional plan provided by your teacher. Identify its strengths and weaknesses. Recommend ways to improve the plan. Discuss your recommendations with the class.</p> <p>Talk with a business partner about promotional plans developed and used at her/his business. Find out why the plan is important to the business, who is involved in its development, how often it is modified, why it is modified, and who monitors its progress. Write a summary of your findings, and submit it to your teacher.</p>
Resources	
Textbooks	<p>Evans, J.R., & Berman, B. (1997). <i>Marketing</i> (7th ed.) [pp. 19, 501, 513-516]. Upper Saddle River, NJ: Prentice Hall.</p> <p>Perreault, W.D. Jr., & McCarthy, E.J. (1997). <i>Essentials of marketing: A global-managerial approach</i> (7th ed.) [pp. 310-311]. Chicago: Irwin.</p>
Workbooks/ Manuals	Kaser, K., & Oelkers, D.B. (2001). <i>Sports and entertainment marketing</i> (pp. 5, 84, 86, 246). Cincinnati: South-Western Educational Publishing.
Software/ Online	<p>Management Assistance Program (1999). <i>Basics of advertising and promotions</i> [Online]. Available: http://www.mapnp.org/library/ad_prmot/ad_prmot.htm#anchor422856 [2000, May 6].</p> <p>Successful Entrepreneurship Inc. (2000). <i>Milestone 5: Creating a promotional plan</i> [Online]. Available: http://www.bizroadmap.com/roadmap/track3/ms5.asp [2000, May 6].</p>

Topic	Management of Promotion
Performance Indicator	Coordinate activities in the promotional mix (PR:076)
Level	Specialist
SCANS	Information 5-8; Systems 15; Basic Skills 1-2,5-6; Thinking Skills 7,12
Objectives	<ol style="list-style-type: none"> Identify factors that should be coordinated for promotions. Identify types of promotional activities that should be coordinated. Describe ways to coordinate promotional efforts. Describe the importance of coordinating promotional activities. Explain procedures for coordinating promotional activities. Use procedures to coordinate promotional activities.
Sample Activities	<p>Select a promotional activity that will occur within a business of your choice. Prepare a written or oral report about how you would coordinate the business's promotional activities.</p> <p>Brainstorm ideas for promotional activities that must be coordinated for a business's "Founder's Day" promotional sale.</p> <p>Develop specific plans about how the sales force could be made aware of the promotional activities.</p> <p>Participate in an in-basket simulation in which you coordinate a business's promotional activities. Obtain feedback from the instructor.</p>
Resources Textbooks	<p>Burrow, J., & Egglund, S. (1995). <i>Marketing foundations and functions</i> (pp. 531-533, 536). Cincinnati: South-Western Publishing Co.</p> <p>Evans, J.R., & Berman, B. (1997). <i>Marketing</i> (7th ed.) [pp. 515-517]. Upper Saddle River, NJ: Prentice Hall.</p> <p>Farese, L.S., Kimbrell, G., & Woloszyk, C.A. (1997). <i>Marketing essentials</i> (2nd ed.) [pp. 252-253]. Mission Hills, CA: Glencoe/McGraw-Hill.</p> <p>Kotler, P., & Armstrong, G. (1997). <i>Marketing: An introduction</i> (4th ed.) [pp. 427, 437-442]. Upper Saddle River, NJ: Prentice Hall.</p> <p>Mason, R.E., Rath, P.M., Husted, S.W., & Lynch, R.L. (1995). <i>Marketing: Practices and principles</i> (5th ed.) [pp. 376-379]. New York: Glencoe/Macmillan/McGraw-Hill.</p> <p>Perreault, W.D. Jr., & McCarthy, E.J. (1997). <i>Essentials of marketing: A global-managerial approach</i> (7th ed.) [pp. 317-321]. Chicago: Irwin.</p> <p>Zikmund, W.G., & d'Amico, M. (1999). <i>Marketing</i> (6th ed.) [pp. 471, 478-479, 512]. Cincinnati: South-Western College Publishing.</p>
Software/ Online	<p>Tilley, P.D. (No date). <i>The promotional process, sales promotion and public relations</i> [Online]. Available: http://cville.northatlantic.nf.ca/~ptilley/MRK2/MR210C18/tsld001.htm [2000, May 6].</p> <p>Belch, G.E., & Belch, M.A. (1998). <i>Advertising and promotion: An integrated marketing communications perspective</i> [Online]. Available: http://mar3323-01.sp00.fsu.edu/CH01/sld001.htm [2000, May 6].</p>

Curriculum Guide Sheets

Section 3

Selling

Topic	Nature and Scope
Performance Indicator	Explain the nature and scope of the selling function (SE:017)
Level	Career-sustaining
SCANS	Information 5-8; Systems 15; Basic Skills 1-2,5-6; Thinking Skills 12
Objectives	<ul style="list-style-type: none"> a. Define the term selling. b. Identify individuals, groups, or agencies that sell. c. Explain reasons that customers buy goods and services. d. Identify types of items that are sold. e. Explain where selling occurs. f. Describe how products are sold. g. Describe the role of selling in a market economy. h. Explain personal characteristics of salespeople that are essential to selling.
Sample Activities	<p>Write a brief paper about how selling affects economic decision making in our society. Submit the paper to your teacher for review.</p> <p>Watch a videotape about the nature of selling.</p> <p>Given a handout of daily activities, identify those which involve selling.</p>
Resources LAP	<p>Marketing Education Resource Center (1997). <i>Selling</i> [Selling LAP 117]. Columbus, OH: Author.</p> <p>Marketing Education Resource Center (1997). <i>Selling: Instructor copy</i> [Selling LAP 117]. Columbus, OH: Author.</p>
Textbooks	<p>Farese, L.S., Kimbrell, G., & Woloszyk, C.A. (1997). <i>Marketing essentials</i> (2nd ed.) [pp. 175, 183]. Mission Hills, CA: Glencoe/McGraw-Hill.</p> <p>Marks, R.B. (1997). <i>Personal selling: A relationship approach</i> (6th ed.) [pp. 2-6, 541-542]. Upper Saddle River, NJ: Prentice Hall.</p> <p>Mason, R.E., Rath, P.M., Husted, S.W., & Lynch, R.L. (1995). <i>Marketing practices and principles</i> (5th ed.) [pp. 425-431]. New York: Glencoe, Macmillan/McGraw Hill.</p> <p>Wisner, B. (1996). <i>Applied marketing</i> (pp. 496-498). Upper Saddle River, NJ: Prentice Hall.</p>
Workbooks/ Manuals	<p>Stull, W.A., & Crow, D.E. (1996). <i>Superior customer service</i> (pp. 86-87). Cincinnati: South-Western.</p>
Video	<p>Meridian Education Corp. (Producer). [1997]. <i>Everybody starts in sales</i> [Videocassette]. Columbus, OH: Marketing Education Resource Center (Distributor).</p> <p>SME Foundation for Marketing Education (Producer). [1994]. <i>World of selling</i> [Videocassette]. Columbus, OH: Marketing Education Resource Center (Distributor).</p>

**Software/
Online**

Curriculum and Instructional Materials Center (Producer). [1999]. *Employee survival skills: Sales* [Selling LAP 117: Presentation Software]. Marketing Education Resource Center (Distributor).

Topic	Nature and Scope
Performance Indicator	Explain the role of customer service as a component of selling relationships (SE:076)
Level	Career-sustaining
SCANS	Information 5-8; Interpersonal 11; Systems 15; Basic Skills 1-2,5-6; Thinking Skills 12
Objectives	<ul style="list-style-type: none"> a. Distinguish between customer service as a process and customer service as a function. b. Explain how customer service facilitates sales relationships. c. Identify occasions when customer service can be used to facilitate sales relationships
Sample Activities	<p>Analyze the role of customer service in a business's sales training program to determine how the business emphasizes customer service as a component of selling. Write a synopsis of the findings.</p> <p>Compare and contrast the level of customer service observed in three different types of businesses. Discuss the reasons for the differences observed.</p> <p>Analyze a business's customer-service policies to determine how these policies support the selling process. Present findings orally to the class.</p> <p>Evaluate the customer-service policies of the school-based enterprise to determine how they support sales relationships. Discuss opinions with the class.</p>
Resources Textbooks	Hair, J.F., Notturmo, F.L. & Russ, F.A. <i>Effective selling</i> (5 th ed.) [p. 163]. Cincinnati, OH: South-Western.

Topic	Nature and Scope
Performance Indicator	Explain key factors in building a clientele (SE:828)
Level	Specialist
SCANS	Information 5-8; Interpersonal 11; Systems 15; Basic Skills 1-2,5-6; Thinking Skills 12
Objectives	<ul style="list-style-type: none"> a. Identify company benefits of building a clientele. b. Identify salesperson benefits from building a clientele. c. Cite examples of costs that can be incurred by businesses for failing to build a clientele. d. Identify attitudes of salespeople that help to build a clientele. e. Describe ways that salespeople exhibit a service attitude. f. Describe the activities of salespeople that can help to build a clientele.
Sample Activities	<p>Observe the activities of a local business to determine what activities the business uses to build its clientele. Record your observations. Discuss the responses with the class.</p> <p>Discuss how salespeople have affected your decisions about where to shop.</p> <p>Identify actions that a school-based enterprise can take to build its clientele. Select and implement the best suggestions.</p>
Resources	
LAP	<p>Marketing Education Resource Center (1991). <i>Building clientele</i> [Selling LAP 115]. Columbus, OH: Author.</p> <p>Marketing Education Resource Center (1991). <i>Building clientele: Instructor copy</i> [Selling LAP 115]. Columbus, OH: Author.</p>
Textbooks	<p>Coppett, J.I., & Staples, W.A. (1994). <i>Professional selling: A relationship management process</i> (2nd ed.) [pp. 9-10, 376]. Cincinnati: South-Western.</p> <p>Longenecker, J.G., Moore, C.W., & Petty, J.W. (2000). <i>Small business management: An entrepreneurial emphasis</i> (11th ed.) [pp. 329-330]. Cincinnati: South-Western.</p> <p>Marks, R.B. (1997). <i>Personal selling: A relationship approach</i> (6th ed.) [pp. 400-418, 423-425]. Upper Saddle River, NJ: Prentice Hall.</p>
Workbooks/ Manuals	Glanz, B.A. (1994). <i>Building customer loyalty</i> . Columbus, OH: Marketing Education Resource Center (Distributor).
Software/ Online	<p>Conner, T. (1999, February 22). <i>Building lasting business relationships, part 1</i> [Online]. Available: http://www.salesdoctors.com/diagnosis/3rel2.htm [2000, April 27].</p> <p>Conner, T. (1999, March 22). <i>Building lasting business relationships, part 2</i> [Online]. Available: http://www.salesdoctors.com/diagnosis/3rel3.htm [2000, April 27].</p> <p>Crandell, R. (1998, November 30). <i>13 Secrets to building relationships</i> [Online]. Available: http://www.salesdoctors.com/diagnosis/3secret.htm [2000, April 27].</p>

Software/
Online (cont'd)

- Curriculum and Instructional Materials Center (Producer). [1999]. *Promotion and outside selling* [Selling LAP 115: Presentation Software]. Marketing Education Resource Center (Distributor).
- Graham, J. (1997, February 24). *Attitude adjustment: A productive selling attitude requires mental repositioning* [Online]. Available: <http://www.salesdoctors.com/diagnosis/3att.htm> [2000, May 2].
- Michaud, L. (2000, April 17). *Beyond satisfaction: Five keys to creating true customer loyalty* [Online]. Available: <http://www.salesdoctors.com/service/ser19.htm> [2000, May 2].
- Phillips, R. (1999, June 28). *Measurable results = Increased sales and customer loyalty* [Online]. Available: <http://www.salesdoctors.com/diagnosis/3meas.htm> [2000, April 27].
- Swaminathan, S. (1998, August 31). *Customer retention: Another worldview* [Online]. Available: <http://www.salesdoctors.com/longterm/6reten.htm> [2000, May 2].
- Sobczak, A. (1999, December 13). *How to keep your customers happy and loyal* [Online]. Available: <http://www.salesdoctors.com/phone/phon119.htm> [2000, May 2].

Topic	Nature and Scope
Performance Indicator	Explain company selling policies (SE:932)
Level	Career-sustaining
SCANS	Information 5-8; Systems 15; Basic Skills 1-2,5-6; Thinking Skills 12
Objectives	<ul style="list-style-type: none"> a. Define the following terms: selling policies, selling-activity policies, terms-of-sale policies and service policies. b. Identify types of selling-activity policies. c. Identify types of terms-of-sale policies. d. Identify types of service policies. e. Explain the importance of selling policies. f. Describe the characteristics of selling policies. g. Explain why selling policies are needed. h. Describe external factors that affect selling policies. i. Describe internal factors that affect selling policies. j. Describe regulatory factors that affect selling policies. k. Explain problems encountered with the use of selling policies.
Sample Activities	<p>Determine the selling policies followed by two direct competitors. Discuss the similarities and differences between their policies.</p> <p>Give examples of selling policies that you have encountered. Categorize them by type of policy. Discuss your responses with the class.</p>
Resources LAP	<p>Marketing Education Resource Center (1991). <i>Selling policies</i> [Selling LAP 121]. Columbus, OH: Author.</p> <p>Marketing Education Resource Center (1991). <i>Selling policies: Instructor copy</i> [Selling LAP 121]. Columbus, OH: Author.</p>
Textbooks	<p>Churchill, G.A., Ford, N.M., Walker, O.C., Johnston, M.W., & Tanner, J.F. (2000). <i>Sales force management</i> (6th ed.) [p. 392]. Boston: Irwin/McGraw-Hill.</p> <p>Futrell, C.M. (1999). <i>Fundamentals of selling</i> (6th ed.) [p. 174]. Boston: Irwin/McGraw-Hill.</p> <p>Stanton, W.J., & Spiro, R. (1999). <i>Management of a sales force</i> (10th ed.) [pp. 233-234]. Boston: Irwin/McGraw-Hill.</p>
Software/ Online	Curriculum and Instructional Materials Center (Producer). [1999]. <i>Promotion and outside selling</i> [Selling LAP 121: Presentation Software]. Marketing Education Resource Center (Distributor).

Topic	Nature and Scope
Performance Indicator	Explain business ethics in selling (SE:106)
Level	Specialist
SCANS	Information 5-8; Systems 15; Basic Skills 1-2,5-6; Thinking Skills 12 Personal Qualities 17
Objectives	<ol style="list-style-type: none"> Explain the importance of business ethics in selling. Describe ethical concerns of salespeople that deal with the company. Explain ethical concerns of salespeople that deal with coworkers. Explain ethical concerns of salespeople that deal with customers/clients. Describe ethical concerns of salespeople that deal with the competition. Describe ethical concerns of employers in dealing with salespeople.
Sample Activities	<p>Working in a group of three or four students, think of a salesperson you or a family member may have encountered who made you question his/her ethics in regard to selling. Prepare and present a report for the class on each instance and the principles violated.</p> <p>Review the American Marketing Association's <i>Code of Ethical Professional Conduct</i>. Orally report the principles addressed in the <i>Code of Ethical Professional Conduct</i> that relate to selling.</p> <p>Survey persons outside the classroom to determine if they have had personal experiences in which the truth was compromised in order to make a sale. Compile the statistics into a class chart for display.</p>
Resources Textbooks	<p>Coppett, J.I., & Staples, W.A. (1994). <i>Professional selling: A relationship management process</i> (2nd ed.) pp. 422-438, 491-492]. Cincinnati: South-Western.</p> <p>Marks, R.B. (1997). <i>Personal selling: A relationship approach</i> (6th ed.) [pp. 70-72, 77-85]. Upper Saddle River, NJ: Prentice Hall.</p> <p>Perreault, W.D., Jr., & McCarthy, E.J. (1997). <i>Essentials of marketing: A global-managerial approach</i> (7th ed.) [pp. 347-348]. Chicago: Irwin.</p> <p>Zikmund, W.G., & d'Amico, M. (1999). <i>Marketing</i> (6th ed.) [p. 561]. Cincinnati: South-Western.</p>
Software/ Online	<p>Bucaro, F. (2000, April 7). <i>Tackling the ethics question in business</i> [Online]. Available: http://www.salesdoctors.com/laser/laser102.htm [2000, May 2].</p>

Topic	Nature and Scope
Performance Indicator	Describe the use of technology in the selling function (SE:107)
Level	Specialist
SCANS	Information 5-8; Systems 15; Technology 18-19; Basic Skills 1-2,5-6; Thinking Skills 12
Objectives	<ul style="list-style-type: none"> a. Identify ways that the use of technology impacts the selling function. b. Explain specific applications of technology in selling.
Sample Activities	<p>Listen to a professional salesperson or sales manager discuss the use of technology in selling. Record responses to the following questions:</p> <ul style="list-style-type: none"> a. What technology is used in prospecting? b. How has the use of technology in selling changed in the past 10 years? c. What technology is used in demonstrating products to clients? d. What technology is used in processing clients' orders? e. What technology is used in determining whether requested models/brands are available? f. How has the use of technology affected the selling process? <p>Chat with an E-Mentor to find out how technology affects personal selling efforts. Discuss your findings with the class.</p> <p>Observe the personal selling efforts of a retail/service salesperson to identify the types of technology utilized by the salesperson. Discuss your observations with the class.</p> <p>Write a report about the impact of technology on the buying-decision process. Present your report to the class.</p>
Resources	
Textbooks	<p>Burrow, J., & Eggland, S. (1995). <i>Marketing foundations and functions</i> (pp. 570, 594). Cincinnati: South-Western.</p> <p>Farese, L.S., Kimbrell, G., & Woloszyk, C.A. (1997). <i>Marketing essentials</i> (2nd ed.) [pp. 201-203]. Mission Hills, CA: Glencoe/McGraw-Hill.</p> <p>Marks, R.B. (1997). <i>Personal selling: A relationship approach</i> (6th ed.) [pp. 20-26, 483-495]. Upper Saddle River, NJ: Prentice Hall.</p> <p>Zikmund, W.G., & d'Amico, M. (1999). <i>Marketing</i> (6th ed.) [pp. 549-550]. Cincinnati: South-Western.</p>
Software/ Online	<p>Conner, T. (2000, January 17). <i>A view into the future: Selling in 2000 and beyond</i> [Online]. Available: http://www.salesdoctors.com/diagnosis/3future.htm [2000, April 27].</p> <p>Graham, J. (2000, January 10). <i>Making sense out of buyer behavior in a wired world</i> [Online]. Available: http://www.salesdoctors.com/diagnosis/3buyer1.htm [2000, April 27].</p> <p>Wallen, J. (2000, March 6). <i>CRM: Your personal sales assistant</i> [Online]. Available: http://www.salesdoctors.com/surgery/4crm04.htm [2000, May 2].</p>

Topic	Nature and Scope
Performance Indicator	Describe the nature of selling regulations (SE:108)
Level	Specialist
SCANS	Information 5-8; Systems 15; Basic Skills 1-2,5-6; Thinking Skills 12; Personal Qualities 17
Objectives	<ul style="list-style-type: none"> a. Identify reasons that sales activities are regulated. b. Describe unfair or deceptive sales practices that are regulated. c. Explain state and federal regulations that affect sales activities.
Sample Activities	<p>Access the Federal Trade Commission's web site at http://www.ftc.gov, and use its links to research five selling regulations currently affecting business sales activities. Write a short report that explains each of the regulations, and submit it to the teacher.</p> <p>Search the Internet to find an example of a selling activity that is regulated by state law. Write a summary of your findings, and report it to the class.</p> <p>Compare and contrast the laws regulating the buyer-seller relationship with legislation protecting one business firm from another. Share your findings with a classmate.</p> <p>Given a series of selling situations, determine if unfair or deceptive sales practices have occurred. Submit your conclusions to the teacher.</p> <p>Obtain a copy of a sales contract, and analyze it to determine the regulations that affect the terms of the sale. Share your findings with the class.</p>
Resources Textbooks	<p>Churchill, G.A., Ford, N.M., Walker, O.C., Johnston, M.W., & Tanner, J.F. (2000). <i>Sales force management</i> (6th ed.) [pp. 83-84]. Boston: Irwin/McGraw-Hill.</p> <p>Futrell, C. (1994). <i>ABC's of selling</i> (4th ed.) [pp. 45, 48-54]. Burr Ridge, IL: Irwin.</p> <p>Marks, R.B. (1997). <i>Personal selling: A relationship approach</i> (6th ed.) [pp. 72-77, 82, 84]. Upper Saddle River, NJ: Prentice Hall.</p>
Software/ Online	Federal Trade Commission (No date). <i>Federal Trade Commission homepage</i> [Online]. Available: http://www.ftc.gov [2000, May 4].

Topic	Product Knowledge
Performance Indicator	Acquire product information for use in selling (SE:062)
Level	Career-sustaining
SCANS	Information 5-8; Systems 15; Basic Skills 1-2,5-6; Thinking Skills 12
Objectives	<ul style="list-style-type: none"> a. Identify sources of product information that provide information for use in selling. b. Identify types of product information that can be useful in selling. c. Cite occasions when product information can be used in sales presentations. d. Describe guidelines to follow when acquiring product information. e. Demonstrate procedures for acquiring product information for use in selling.
Sample Activities	<p>Examine product information accompanying five products sold by local businesses. Record the sources and the types of product information accompanying the products, and explain how the information can be used in sales situations.</p> <p>Classify sources of product information for products provided by the instructor. Record the responses. Discuss them with the class.</p> <p>Visit a local business to obtain written information on two different brands of the same product. Use this information to explain why one brand is a better buy than the other.</p>
Resources	
Textbooks	<p>Burrow, J., & Eggland, S. (1995). <i>Marketing foundations and functions</i> (pp. 581-583). Cincinnati: South-Western.</p> <p>Farese, L.S., Kimbrell, G., & Woloszyk, C.A. (1997). <i>Marketing essentials</i> (2nd ed.) [pp. 176-178, 467, 469-470]. Mission Hills, CA: Glencoe/McGraw-Hill.</p> <p>Marks, R.B. (1997). <i>Personal selling: A relationship approach</i> (6th ed.) [pp. 167-172]. Upper Saddle River, NJ: Prentice Hall.</p> <p>Mason, R.E., Rath, P.M., Husted, S.W., & Lynch, R.L. (1995). <i>Marketing practices and principles</i> (5th ed.) [pp. 229-230, 235-237]. New York: Glencoe, Macmillan/McGraw Hill.</p>
Video	RMI Media Productions (Producer). [1992]. <i>In the know: Acquiring product information</i> [Videocassette]. Columbus, OH: Marketing Education Resource Center (Distributor).

Topic	Product Knowledge
Performance Indicator	Analyze product information to identify product features and benefits (SE:109)
Level	Specialist
SCANS	Information 5-8; Systems 15; Basic Skills 1-2,5-6; Thinking Skills 7,12
Objectives	<ul style="list-style-type: none"> a. Define the following terms: feature, benefit, obvious benefits, unique benefits, hidden benefits, feature-benefit selling and feature-benefit chart. b. Identify sources of feature/benefit information. c. Identify an example of an obvious or apparent benefit. d. Identify an example of a unique or exclusive benefit. e. Identify an example of a hidden benefit. f. Describe how to prepare a feature-benefit chart for a product. g. Prepare a feature-benefit chart for a product.
Sample Activities	<p>Create a feature-benefit chart for a product of interest to you. Review the chart with a classmate, and discuss how the information could be used in a sales situation.</p> <p>Given a handout containing product information, label the information as a product feature, benefit, or advantage. Discuss your responses with the class.</p> <p>Participate in a small-group activity to identify the features and benefits of a product provided by your teacher. Prepare a feature-benefit chart to depict the group's findings, and present the chart to the class. Compare the features and benefits identified by your group with those identified by another group with the same product.</p> <p>Prepare a feature-benefit chart for a product that is sold in a school-based enterprise. Review the features and benefits with another student.</p>
Resources	
LAP	<p>Marketing Education Resource Center (1998). <i>Feature-benefit selling</i> [Selling LAP 113]. Columbus, OH: Author.</p> <p>Marketing Education Resource Center (1998). <i>Feature-benefit selling: Instructor copy</i> [Selling LAP 113]. Columbus, OH: Author.</p>
Textbooks	<p>Burrow, J., & Eggland, S. (1995). <i>Marketing foundations and functions</i> (pp. 582-583). Cincinnati: South-Western.</p> <p>Farese, L.S., Kimbrell, G., & Woloszyk, C.A. (1997). <i>Marketing essentials</i> (2nd ed.) [pp. 175-177]. Mission Hills, CA: Glencoe/McGraw-Hill.</p> <p>Marks, R.B. (1997). <i>Personal selling: A relationship approach</i> (6th ed.) [pp. 169-172, 285-286]. Upper Saddle River, NJ: Prentice Hall.</p> <p>Mason, R.E., Rath, P.M., Husted, S.W., & Lynch, R.L. (1995). <i>Marketing practices and principles</i> (5th ed.) [pp. 438-440]. New York: Glencoe, Macmillan/McGraw Hill.</p>
Workbooks/ Manuals	<p>Stull, W.A., & Crow, D.E. (1996). <i>Superior customer service</i> (pp. 91-92). Cincinnati: South-Western.</p>

**Software/
Online**

Curriculum and Instructional Materials Center (Producer). [1999]. *Employee survival skills: Sales* [Selling LAP 113: Presentation Software]. Marketing Education Resource Center (Distributor).

United States Small Business Administration Women's Online Business Center (No date). *Product features and benefits* [Online]. Available: http://www.onlinewbc.org/docs/market/product_features_and_benefits.html [2000, May 11].

Topic	Process and Techniques
Performance Indicator	Explain the selling process (SE:048)
Level	Career-sustaining
SCANS	Information 5-8; Systems 15; Basic Skills 1-2,5-6; Thinking Skills 12
Objectives	<ul style="list-style-type: none"> a. Identify the components of the selling process. b. Describe the importance of establishing relationships with customers. c. Describe ways to discover customer needs. d. Describe the components of prescribing solutions to customer needs. e. Explain the importance of reaching closure in sales situations. f. Describe aspects of reaching closure in sales situations. g. Describe the importance of reaffirming the buyer-seller relationship. h. Describe ways to reaffirm the buyer-seller relationship. i. Explain similarities/differences in the ways businesses implement the selling process. j. Explain the importance of using a selling process.
Sample Activities	<p>Observe a sales presentation in which the salesperson used a selling process. Given a list of the components of the selling process, identify what was said or took place during the presentation that constituted each phase of the selling process. Discuss the responses with the class.</p> <p>Observe and discuss the role-play of a poorly delivered sales presentation.</p> <p>Watch and discuss a video about the selling process.</p> <p>Observe a local salesperson to identify how the salesperson applied each of the phases of the selling process. Discuss the findings with the class.</p>
Resources	
LAP	<p>Marketing Education Resource Center (1999). <i>Selling process</i> [Selling LAP 126]. Columbus, OH: Author.</p> <p>Marketing Education Resource Center (1996). <i>Selling process: Instructor copy</i> [Selling LAP 126]. Columbus, OH: Author.</p>
Textbooks	<p>Burrow, J., & Eggland, S. (1995). <i>Marketing foundations and functions</i> (pp. 570-577, 584-591). Cincinnati: South-Western.</p> <p>Eggland, S.A., Dlabay, L.R., Burrow, J.L., & Ristau, R.A. (2000). <i>Intro to business</i> (4th ed.) [p. 111]. Cincinnati: South-Western.</p> <p>Kotler, P., & Armstrong, G. (1997). <i>Marketing: An introduction</i> (4th ed.) [pp. 515-518]. Upper Saddle River, NJ: Prentice-Hall.</p> <p>Wisner, B. (1996). <i>Applied marketing</i> (pp. 507-516). Upper Saddle River, NJ: Prentice Hall.</p>
Workbooks/ Manuals	<p>Hutt, R.W., & Stull, W.A. (1992). <i>Marketing: An introduction</i> (2nd ed.) [pp. 219-221]. Cincinnati: South-Western.</p>

Video

- American Business Videos (Producer). [1992]. *Fundamentals of effective selling* [Videocassette]. Columbus, OH: Marketing Education Resource Center (Distributor).
- Cambridge Educational (Producer). [1992]. *Selling skills in fashion merchandising* [Videocassette]. Columbus, OH: Marketing Education Resource Center (Distributor).
- D.E. Visuals (Producer). [1992]. *Professional retail selling* [Videocassette]. Columbus, OH: Marketing Education Resource Center (Distributor).

**Software/
Online**

- Fee, T. (1997, January 13). *Evaluating sales process* [Online]. Available: <http://www.salesdoctors.com/longterm/6eval.htm> [2000, May 2].
- Fee, T. (1997, October 13). *Developing the sales process* [Online]. Available: <http://www.salesdoctors.com/longterm/6proc.htm> [2000, May 2].
- Fee, T. (1998, May 4). *Documenting the sales process* [Online]. Available: <http://www.salesdoctors.com/longterm/6docu.htm> [2000, May 2].
- Marketing Education Resource Center (1999). *Selling process* [Selling LAP 126: Presentation Software]. Columbus, OH: Author.
- United States Small Business Administration Women's Online Business Center (No date). *The sales process* [Online]. Available: http://www.onlinewbc.org/docs/market/mk_sales_process.html [2000, May 11].

Topic	Process and Techniques
Performance Indicator	Prepare for the sales presentation (SE:067)
Level	Specialist
SCANS	Information 5-8; Systems 15; Basic Skills 1-2,5-6; Thinking Skills 7,12
Objectives	<ol style="list-style-type: none"> Identify reasons for preparing for a sales presentation. Describe preparation needed for sales presentations. Identify factors that affect the preparation needed for sales presentations. Describe ways to prepare for a sales presentation. Explain guidelines for preparing for a sales presentation. Demonstrate how to prepare for a sales presentation.
Sample Activities	<p>Select a product and business of interest to you, and identify five pieces of information that you could learn about your customer before the sales presentation. Record your answers, and discuss them with a partner, identifying ways to obtain the information.</p> <p>Identify a product that you sell at a school-based enterprise or in a local business. Write the points that you plan to mention in your sales talk and the techniques that you want to use in demonstrating the product. Discuss your plan with your teacher.</p> <p>Interview a salesperson to find out what steps the person takes to prepare for sales presentations. Analyze the information obtained to identify its strengths and weaknesses. Write an explanation of how you would improve the weaknesses.</p>
Resources Textbooks	<p>Coppett, J.I., & Staples, W.A. (1994). <i>Professional selling: A relationship management process</i> (2nd ed.) [pp. 206-235]. Cincinnati: South-Western.</p> <p>Faria, A.J., & Johnson, H.W. (1993). <i>Creative selling</i> (5th ed.) [pp. 191-206]. Cincinnati: South-Western.</p> <p>Oberhaus, M.A., Ratliffe, S., & Stauble, V. (1993). <i>Professional selling: A relationship process</i> (pp. 370-394). Fort Worth: Harcourt Brace Jovanovich.</p>
Workbooks/ Manuals	<p>Hutt, R.W., & Stull, W.A. (1992). <i>Marketing: An introduction</i> (2nd ed.) [p. 221]. Cincinnati: South-Western.</p> <p>Shaw, R.T. (1995). <i>Core concepts: Marketing</i> (p. 209). Cincinnati: South-Western.</p>
Software/ Online	<p>Antion, T. (1999, March 15). <i>How to practice for a presentation</i> [Online]. Available: http://www.salesdoctors.com/diagnosis/3practice1.htm [2000, May 4].</p> <p>McNamara, C. (No date). <i>Sales presentations</i> [Online]. Available: http://www.mapnp.org/library/sales/present.htm [2000, May 11].</p> <p>Scott, K. (1996, August 15). <i>Baker's dozen recipe for sales success</i> [Online]. Available: http://www.salesdoctors.com/diagnosis/3pres2.htm [2000, May 4].</p>

Topic	Process and Techniques
Performance Indicator	Establish relationship with client/customer (SE:110)
Level	Career-sustaining
SCANS	Information 5-8; Interpersonal 11; Systems 15; Basic Skills 1-2,5-6; Thinking Skills 7,12; Personal Qualities 15
Objectives	<ol style="list-style-type: none"> Describe the importance of establishing relationships with customers/clients during the initial contact with them Explain techniques for establishing relationships with customers/clients during the initial contact with them. Identify factors affecting the choice of techniques to use in establishing relationships with customers/clients during initial contact. Describe characteristics of effective sales openings. Explain procedures for establishing relationships with customers/clients during initial contacts. Demonstrate how to establish relationships with customers/clients during the initial contact with them.
Sample Activities	<p>Given situations in which a salesperson is about to open the sale presentation, write two openings that could be used for each situation. Discuss the responses with the class.</p> <p>Give examples of sales openings encountered as a customer. Discuss their effectiveness, and explain how the salesperson could have improved the opening.</p> <p>Observe instructor's demonstrations of the following types of openings:</p> <ol style="list-style-type: none"> Greeting or welcome Service Product Combination <p>Identify the type of opening being demonstrated.</p> <p>Observe three salespeople at local businesses as they approach customers. Keep a record of the types of approaches being used. Discuss the findings with the class.</p> <p>Participate in a role-play situation in which a customer is approached by a salesperson to open a sales presentation. Evaluate another student's skill in opening the sale.</p>
Resources LAP	<p>Marketing Education Resource Center (1996). <i>Opening the retail sale</i> [Selling LAP 101]. Columbus, OH: Author.</p> <p>Marketing Education Resource Center (1996). <i>Opening the retail sale: Instructor copy</i> [Selling LAP 101]. Columbus, OH: Author.</p>
Textbooks	Farese, L.S., Kimbrell, G., & Woloszyk, C.A. (1997). <i>Marketing essentials</i> (2 nd ed.) [pp. 191-193]. Mission Hills, CA: Glencoe/McGraw-Hill.

**Workbooks/
Manuals**

Stull, W.A., & Crow, D.E. (1996). *Superior customer service* (p. 91). Cincinnati: South-Western.

**Software/
Online**

Curriculum and Instructional Materials Center (Producer). [1999]. *Employee survival skills: Sales* [Selling LAP 101: Presentation Software]. Marketing Education Resource Center (Distributor).

Topic	Process and Techniques
Performance Indicator	Address needs of individual personalities (SE:810)
Level	Specialist
SCANS	Information 5-8; Interpersonal 11; Systems 15; Basic Skills 1-2,5-6; Thinking Skills 7,12; Personal Qualities 15
Objectives	<ol style="list-style-type: none"> Explain why salespeople should be able to recognize types of customer personalities. Explain the importance of acting appropriately for different customer personality types. Identify types of customer personalities. Describe the characteristics of decisive personalities. Describe the characteristics of impulsive personalities. Describe the characteristics of fact-finder personalities. Describe the characteristics of practical or frugal personalities. Describe the characteristics of informed personalities. Describe the characteristics of difficult personalities. Describe actions to take in handling each type of customer personality. Discuss guidelines for handling all personality types. Handle difficult types of customer personalities.
Sample Activities	<p>Keep a record of the types of customer personalities encountered in a local business or in a school-based enterprise. Explain what actions were taken in dealing with the each customer. Discuss your findings with a small group of students.</p> <p>Given a list of customer personalities, identify the personalities demonstrated by your teacher. Discuss the responses.</p> <p>Identify the types of personalities depicted in case studies provided by your teacher. Discuss the responses with the class.</p> <p>Participate in a role-play situation in which the needs of individual personalities must be satisfied. Obtain feedback on the performance from a classmate.</p>
Resources	
LAP	<p>Marketing Education Resource Center (1996). <i>Addressing individual needs</i> [Selling LAP 112]. Columbus, OH: Author.</p> <p>Marketing Education Resource Center (1998). <i>Addressing individual needs: Instructor copy</i> [Selling LAP 112]. Columbus, OH: Author.</p>
Textbooks	<p>Coppett, J.I., & Staples, W.A. (1994). <i>Professional selling: A relationship management process</i> (2nd ed.) [pp. 100-101]. Cincinnati: South-Western.</p> <p>Futrell, C. (1994). <i>ABC's of selling</i> (4th ed.) [pp. 81-85]. Burr Ridge, IL: Irwin.</p> <p>Marks, R.B. (1997). <i>Personal selling: A relationship approach</i> (6th ed.) [pp. 111, 113-117, 304-306]. Upper Saddle River, NJ: Prentice Hall.</p>

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Curriculum and Instructional Materials Center (Producer). [1999]. *Promotion and outside selling* [Selling LAP 112: Presentation Software]. Marketing Education Resource Center (Distributor).

Leeds, D. (2000, February 28). *Tailoring the question to fit the client* [Online]. Available: <http://www.salesdoctors.com/diagnosis/3quest8.htm> [2000, April 27].

Topic	Process and Techniques
Performance Indicator	Determine customer/client needs (SE:111)
Level	Career-sustaining
SCANS	Information 5-8; Interpersonal 11; Systems 15; Basic Skills 1-2,5-6; Thinking Skills 7,12; Personal Qualities 15
Objectives	<ol style="list-style-type: none"> Define the following terms: open-ended questions, assumptive questions, and interpretive questions Identify examples of the types of questions used in sales situations. Explain the importance of questioning in selling. Explain the timing of questions in selling. Describe the relationship of customer type to questioning style. Explain guidelines for questioning customers. Question customers to obtain information that will help to satisfy their needs.
Sample Activities	<p>Create a list of five products that you sell, and write three questions that could be asked customers to determine their needs. Discuss the responses with the class.</p> <p>Observe three salespeople, and record the questions that they asked customers. Categorize the questions as open-ended, assumptive, or interpretive. Discuss the findings with the class.</p> <p>Participate in a simulation about questioning. Obtain feedback about the performance.</p>
Resources LAP	<p>Marketing Education Resource Center (1996). <i>Questioning</i> [Selling LAP 114]. Columbus, OH: Author.</p> <p>Marketing Education Resource Center (1996). <i>Questioning: Instructor copy</i> [Selling LAP 114]. Columbus, OH: Author.</p>
Textbooks	Grikscheit, G.M., Cash, H.C., & Young, C.E. (1993). <i>Handbook of selling: Psychological, managerial, and marketing dynamics</i> (2 nd ed.) [pp. 68-79]. New York: John Wiley & Sons.
Workbooks/ Manuals	<p>Hutt, R.W., & Stull, W.A. (1992). <i>Marketing: An introduction</i> (2nd ed.) [pp. 220-221]. Cincinnati: South-Western.</p> <p>Stull, W.A., & Crow, D.E. (1996). <i>Superior customer service</i> (p. 88). Cincinnati: South-Western.</p>

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- Coen, D. (1999, March 1). *Four techniques for asking questions that advance the sale* [Online]. Available: <http://www.salesdoctors.com/coen/coen12.htm> [2000, May 2].
- Curriculum and Instructional Materials Center (Producer). [1999]. *Employee survival skills: Sales* [Selling LAP 114: Presentation Software]. Marketing Education Resource Center (Distributor).
- Dorothy, L. (1999, April 26). *Open vs. closed: The great sales question controversy* [Online]. Available: <http://www.salesdoctors.com/diagnosis/3quest4.htm> [2000, April 27].
- Dorothy, L. (1999, July 12). *The 12 smartest sales questions you can ask* [Online]. Available: <http://www.salesdoctors.com/diagnosis/3quest5.htm> [2000, April 27].
- Keats, L. (1998, October 28). *Knowing why they buy: The needs analysis* [Online]. Available: <http://www.salesdoctors.com/diagnosis/3know2.htm> [2000, April 27].

Topic	Process and Techniques
Performance Indicator	Identify customer's buying motives for use in sales presentation (SE:883)
Level	Specialist
SCANS	Information 5-8; Interpersonal 11; Systems 15; Basic Skills 1-2,5-6; Thinking Skills 7,12; Personal Qualities 15
Objectives	<ol style="list-style-type: none"> Define the terms buying motive, emotional motives, rational motives and patronage motives. Describe reasons that salespeople should understand customers' needs and wants. Identify reasons that customers buy. Classify buying motives as emotional, rational or patronage. Describe techniques for identifying buying motives. Demonstrate procedures for identifying customer buying motives for use in selling.
Sample Activities	<p>Participate in a role-play situation to determine a customer's buying motives and use those motives in a selling situation. Obtain feedback from your teacher.</p> <p>Explore your reasons for wanting to buy a car. Determine whether your motives are rational, emotional, patronage, or a combination of motives. Discuss your findings with the class.</p> <p>Participate in a small-group activity to identify buying motives for a list of products provided by your teacher. Discuss the group's responses with the class.</p> <p>List the buying motives of customers for products sold by local businesses. Classify those motives as rational, emotional, or patronage. Discuss your responses with the class.</p>
Resources LAP	<p>Marketing Education Resource Center (1997). <i>Using buying motives part 1</i> [Selling LAP 102]. Columbus, OH: Author.</p> <p>Marketing Education Resource Center (2000). <i>Using buying motives part 1: Instructor copy</i> [Selling LAP 102]. Columbus, OH: Author.</p> <p>Marketing Education Resource Center (1996). <i>Using buying motives part 2</i> [Selling LAP 109]. Columbus, OH: Author.</p> <p>Marketing Education Resource Center (2000). <i>Using buying motives part 2: Instructor copy</i> [Selling LAP 109]. Columbus, OH: Author.</p>
Textbooks	<p>Burrow, J., & Eggland, S. (1995). <i>Marketing foundations and functions</i> (pp. 222-224). Cincinnati: South-Western.</p> <p>Ditzenberger, R., & Kidney, J. (1992). <i>Selling: Helping customers buy</i> (3rd ed.) [pp. 26, 72-91]. Cincinnati: South-Western.</p> <p>Farese, L.S., Kimbrell, G., & Woloszyk, C.A. (1997). <i>Marketing essentials</i> (2nd ed.) [pp. 176, 178]. Mission Hills, CA: Glencoe/McGraw-Hill.</p>

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Curriculum and Instructional Materials Center (Producer). [1999]. *Employee survival skills: Sales* [Selling LAP 102: Presentation Software]. Marketing Education Resource Center (Distributor).

Marketing Education Resource Center (2000). *Using buying motives part I* [Selling LAP 102: Presentation Software]. Columbus, OH: Author.

Marketing Education Resource Center (2000). *Using buying motives part II* [Selling LAP 109: Presentation Software]. Columbus, OH: Author.

Moine, D. (1999, June 21). *Determining your customer's buying "fingerprints"* [Online]. Available: <http://www.salesdoctors.com/diagnosis/3info3.htm> [2000, April 27].

Topic	Process and Techniques
Performance Indicator	Facilitate customer buying decisions (SE:811)
Level	Specialist
SCANS	Information 5-8; Interpersonal 11; Systems 15; Basic Skills 1-2,5-6; Thinking Skills 7,12; Personal Qualities 15
Objectives	<ol style="list-style-type: none"> Define the following terms: buying decision, need decision, product decision, place decision, price decision and time decision. Identify types of buying decisions. Identify factors affecting place decisions. Cite factors affecting price decisions. List factors affecting time decisions. Explain the importance of salespeople's helping customers to make buying decisions. Describe guidelines to follow in order to facilitate customers' buying decisions. Assist customer in reaching favorable buying decisions.
Sample Activities	<p>Observe a salesperson to find out how the person determines what buying decisions customers have made. Record the actions that the salesperson takes and the questions the salesperson asks to obtain this information. Evaluate the salesperson's effectiveness. Explain what you would have done differently.</p> <p>Write three questions that you could ask customers to determine what buying decisions have been made and what you could do to facilitate making the remaining decisions. Share your questions with a small group of students. Keep your questions in a notebook.</p> <p>Participate in a simulation to facilitate customer buying decisions. Obtain feedback from your instructor or from a business partner.</p>
Resources LAP	<p>Marketing Education Resource Center (1996). <i>Customer buying decisions</i> [Selling LAP 108]. Columbus, OH: Author.</p> <p>Marketing Education Resource Center (1998). <i>Customer buying decisions: Instructor copy</i> [Selling LAP 108]. Columbus, OH: Author.</p>
Textbooks	<p>Coppett, J.I., & Staples, W.A. (1994). <i>Professional selling: A relationship management process</i> (2nd ed.) [pp. 36-40]. Cincinnati: South-Western.</p> <p>Ditzenberger, R. & Kidney, J. (1992). <i>Selling: Helping customers buy</i> (3rd ed.) [pp. 69-71, 225]. Cincinnati: South-Western.</p> <p>Farese, L.S., Kimbrell, G., & Woloszyk, C.A. (1997). <i>Marketing essentials</i> (2nd ed.) [pp. 208-209]. Mission Hills, CA: Glencoe/McGraw-Hill.</p> <p>Futrell, C.M. (1999). <i>Fundamentals of selling: Customers for life</i> (6th ed.) [pp. 127-134]. Boston: Irwin/McGraw-Hill.</p> <p>Mason, R.E., Rath, P.M., Husted, S.W., & Lynch, R.L. (1995). <i>Marketing practices and principles</i> (5th ed.) [pp. 100-105]. New York: Glencoe, Macmillan/McGraw Hill.</p>

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Hutt, R.W., & Stull, W.A. (1992). *Marketing: An introduction* (2nd ed.) [pp. 31-34]. Cincinnati: South-Western.

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Curriculum and Instructional Materials Center (Producer). [1999]. *Employee survival skills: Sales* [Selling LAP 108: Presentation Software]. Marketing Education Resource Center (Distributor).

Graham, J. (2000, January 31). *Successful selling: Learn the customer's buying cycle* [Online]. Available:
<http://www.salesdoctors.com/diagnosis/3buycyc2.htm> [2000, April 27].

Topic	Process and Techniques
Performance Indicator	Differentiate between consumer and organizational buying behavior (SE:112)
Level	Specialist
SCANS	Information 5; Interpersonal 11; Systems 15; Basic Skills 1-2,5-6; Thinking Skills 7,12; Personal Qualities 15
Objectives	<ul style="list-style-type: none"> a. Define the terms consumer and organizational buying behavior. b. Identify characteristics of consumer buying behavior. c. Identify characteristics of organizational buying behavior. d. Explain the importance of distinguishing between consumer and organizational buying behavior in selling.
Sample Activities	<p>Interview a customer to find out how the customer makes buying decisions—what decisions are made and what factors influence the decision-making process. Repeat the interview with a person responsible for organizational purchasing. Compare the similarities and differences between the two groups. Discuss your findings with the class.</p> <p>Given a description of consumer and organizational buying situations, identify the differences in buying behavior. Write a comparison of their buying behaviors.</p> <p>Observe a consumer's buying behavior at a school-based enterprise or local business. Write a description of your observations. Discuss the observations with a business partner, asking the person to contrast the consumer's buying behavior with that of an organization's buying behavior. Share your findings with a small group of students.</p>
Resources Textbooks	<p>Burrow, J., & Eggland, S. (1995). <i>Marketing foundations and functions</i> (pp. 219-220, 224-227, 411-416). Cincinnati: South-Western.</p> <p>Coppett, J.I., & Staples, W.A. (1994). <i>Professional selling: A relationship management process</i> (2nd ed.) [pp. 119-122]. Cincinnati: South-Western.</p> <p>Marks, R.B. (1997). <i>Personal selling: A relationship approach</i> (6th ed.) [pp. 91-92, 442-453]. Upper Saddle River, NJ: Prentice Hall.</p> <p>Mason, R.E., Rath, P.M., Husted, S.W., & Lynch, R.L. (1995). <i>Marketing practices and principles</i> (5th ed.) [pp. 84,95]. New York: Glencoe, Macmillan/McGraw Hill.</p> <p>Perreault, W.D., Jr., & McCarthy, E.J. (1997). <i>Essentials of marketing: A global-managerial approach</i> (7th ed.) [pp. 146-167, 174-194]. Chicago: Irwin.</p>

Topic	Process and Techniques
Performance Indicator	Assess customer/client needs (SE:113)
Level	Specialist
SCANS	Information 5-7; Interpersonal 11; Systems 15; Basic Skills 1-2,5-6; Thinking Skills 7,12; Personal Qualities 15
Objectives	<ol style="list-style-type: none"> Define the following terms: probing, information-gathering probes, opinion-gathering probes, and confirming probes. Distinguish between probing and questioning. Describe reasons for probing. Explain benefits of probing to assess customer/client needs. Identify probing techniques. Explain guidelines for assessing customer/client needs. Demonstrate procedures for assessing customer/client needs.
Sample Activities	<p>Participate in a small-group activity to identify ways to acquire information about customer needs for a series of sales situations provided by your teacher. Brainstorm ideas for how the information could be acquired and accessed. Present your ideas to the class.</p> <p>Given a handout containing sales situations, identify clues to customer needs and wants for each situation. Recommend sales probes that could be used to acquire information from the customers. Discuss your responses with the class.</p> <p>Record probes that you identify in a sales situation in which probes are used to obtain customer/client information. Categorize the probes as information-gathering probes, opinion-gathering probes, or confirming probes. Discuss the responses.</p> <p>Participate in a role-play situation in which you must probe for information about your customers. Obtain feedback on your performance from your teacher.</p> <p>Select a product of interest to you, and identify a business to which you want to sell the product. Determine the business's potential need for your product. Explain to a classmate what and how you acquired the information to determine need.</p>
Resources LAP	<p>Marketing Education Resource Center (1997). <i>Probing</i> [Selling LAP 120]. Columbus, OH: Author.</p> <p>Marketing Education Resource Center (2000). <i>Probing: Instructor copy</i> [Selling LAP 120]. Columbus, OH: Author.</p>
Textbooks	<p>Futrell, C.M. (2000). <i>ABC's of relationship selling</i> (6th ed.) [p. 118]. Boston: Irwin/McGraw-Hill.</p> <p>Oberhaus, M.A., Ratliffe, S., & Stauble, V. (1993). <i>Professional selling: A relationship process</i> (pp. 349-62, 461). Fort Worth: Harcourt Brace Jovanovich.</p>

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- Brennan, C. (1999, March 15). *The power of multilayered probing questions* [Online]. Available: <http://www.salesdoctors.com/diagnosis/3probe.htm> [2000, April 27].
- Coen, D. (1999, February 8). *Probing: Key to what will make the customer buy* [Online]. Available: <http://www.salesdoctors.com/coen/coen11.htm> [2000, May 2].
- Curriculum and Instructional Materials Center (Producer). [1999]. *Promotion and outside selling* [Selling LAP 120: Presentation Software]. Marketing Education Resource Center (Distributor).
- Johnson, H. (1999, March 29). *The top 10 sales question strategies* [Online]. Available: <http://www.salesdoctors.com/diagnosis/3quest3.htm> [2000, April 27].
- Marketing Education Resource Center (2000). *Probing* [Selling LAP 120: Presentation Software]. Columbus, OH: Author.

Topic	Process and Techniques
Performance Indicator	Recommend specific product (SE:114)
Level	Career-sustaining
SCANS	Information 5-7; Interpersonal 11; Systems 15; Basic Skills 1-2,5-6; Thinking Skills 7,12; Personal Qualities 15
Objectives	<ol style="list-style-type: none"> Define the following terms: product substitution, trading-up, and trading down Explain the importance of meeting customers' needs when recommending specific products Explain guidelines for using buying motives when recommending specific products. Identify occasions when product substitution should be used. Explain guidelines for recommending a specific product to customers. Demonstrate procedures for recommending specific products to customers.
Sample Activities	<p>Develop a role-play situation in which product substitutions are suggested for products with which you are familiar. Implement the role-play situation.</p> <p>Identify substitute products for items brought to class by the instructor.</p> <p>Participate in a small-group activity about suggesting product substitutions.</p> <p>Evaluate the performance of another student who suggests product substitutions.</p>
Resources LAP	<p>Marketing Education Resource Center (2000). <i>Using substitute selling</i> [Selling LAP 111]. Columbus, OH: Author.</p> <p>Marketing Education Resource Center (2000). <i>Using substitute selling: Instructor copy</i> [Selling LAP 111]. Columbus, OH: Author.</p>
Textbooks	<p>Ditzenberger, R., & Kidney, J. (1992). <i>Selling: Helping customers buy</i> (3rd ed.) [pp. 257-261]. Cincinnati: South-Western.</p> <p>Grikscheit, G.M., Cash, H.C., & Young, C.E. (1993). <i>Handbook of selling: Psychological, managerial, and marketing dynamics</i> (2nd ed.) [pp. 197-205]. New York: John Wiley & Sons.</p>
Software/ Online	<p>Curriculum and Instructional Materials Center (Producer). [1999]. <i>Employee survival skills: Sales</i> [Selling LAP 111: Presentation Software]. Marketing Education Resource Center (Distributor).</p> <p>Marketing Education Resource Center (2000). <i>Using substitute selling</i> [Selling LAP 111: Presentation Software]. Columbus, OH: Author.</p>

Topic	Process and Techniques
Performance Indicator	Demonstrate product (SE:893)
Level	Specialist
SCANS	Information 5-8; Interpersonal 11; Systems 15; Basic Skills 1-2,5-6; Thinking Skills 7,12; Personal Qualities 15,17
Objectives	<ul style="list-style-type: none"> a. Define the following terms: sales talk and product demonstration. b. Explain the importance of an effective product demonstration. c. Describe guidelines to follow in selecting a product to demonstrate to a customer. d. Explain guidelines to use in demonstrating products. e. Demonstrate a product.
Sample Activities	<p>Demonstrate a product with which you are familiar. Ask a classmate to evaluate your demonstration using a performance checklist provided by your teacher. Discuss the strengths and weaknesses of the demonstration.</p> <p>Observe a product demonstration by a successful local salesperson to see how product demonstrations can help to get and keep customers involved in the sale.</p> <p>Observe a product demonstration conducted by salespeople at local businesses. Evaluate the performance using the performance checklist. Determine how you could improve the demonstration.</p>
Resources LAP	<p>Marketing Education Resource Center (1997). <i>Product demonstration</i> [Selling LAP 103]. Columbus, OH: Author.</p> <p>Marketing Education Resource Center (1998). <i>Product demonstration: Instructor copy</i> [Selling LAP 103]. Columbus, OH: Author.</p>
Textbooks	<p>Anderson, B.R. (1992). <i>Professional selling</i> (4th ed.) [pp. 226-243]. Englewood Cliffs: Prentice-Hall.</p> <p>Burrow, J., & Egglund, S. (1995). <i>Marketing foundations and functions</i> (pp. 587-588). Cincinnati: South-Western.</p> <p>Coppett, J.I., & Staples, W.A. (1994). <i>Professional selling: A relationship management process</i> (2nd ed.) [p. 224]. Cincinnati: South-Western.</p> <p>Farese, L.S., Kimbrell, G., & Woloszyk, C.A. (1997). <i>Marketing essentials</i> (2nd ed.) [pp. 199-203]. Mission Hills, CA: Glencoe/McGraw-Hill.</p> <p>Kotler, P., & Armstrong, G. (1997). <i>Marketing: An introduction</i> (4th ed.) [p. 517]. Upper Saddle River: Prentice Hall.</p> <p>Marks, R.B. (1997). <i>Personal selling: A relationship approach</i> (6th ed.) [pp. 287-292]. Upper Saddle River, NJ: Prentice Hall.</p>
Workbooks/ Manuals	<p>Stull, W.A., & Crow, D.E. (1996). <i>Superior customer service</i> (p. 94). Cincinnati: South-Western.</p>
Software/ Online	<p>Curriculum and Instructional Materials Center (Producer). [1999]. <i>Employee survival skills: Sales</i> [Selling LAP 103: Presentation Software]. Marketing Education Resource Center (Distributor).</p>

Topic	Process and Techniques
Performance Indicator	Prescribe solution to customer needs (SE:115)
Level	Specialist
SCANS	Information 5-8; Interpersonal 11; Systems 15; Basic Skills 1-2,5-6; Thinking Skills 7,12; Personal Qualities 15
Objectives	<ul style="list-style-type: none"> a. Discuss the importance of feature-benefit selling. b. Describe product features that should be considered in preparing to use feature-benefit selling. c. Explain the importance of determining which features and benefits appeal to each customer. d. Explain the guidelines prescribing a solution to customer needs. e. Demonstrate procedures for prescribing solutions to customer needs.
Sample Activities	<p>Observe and evaluate a salesperson's ability to prescribe solutions to customer needs. Discuss your observations with the class.</p> <p>Observe a demonstration of feature-benefit selling by your teacher. Analyze its strengths and weaknesses. Make recommendation for improvement.</p> <p>Participate in a simulation to demonstrate feature-benefit selling.</p>
Resources Textbooks	<p>Ditzenberger, R., & Kidney, J. (1992). <i>Selling: Helping customers buy</i> (3rd ed.) [pp. 175-195]. Cincinnati: South-Western.</p> <p>Faria, A.J., & Johnson, H.W. (1993). <i>Creative selling</i> (5th ed.) [pp. 101-103]. Cincinnati: South-Western.</p> <p>Oberhaus, M.A., Ratliffe, S., & Stauble, V. (1993). <i>Professional selling: A relationship process</i> (pp. 385-393). Fort Worth: Harcourt Brace Jovanovich.</p>
Software/ Online	<p>Coen, D. (1999, April 5). <i>Selling benefits and features on the phone</i> [Online]. Available: http://www.salesdoctors.com/coen/coen13.htm [2000, May 2].</p> <p>Conner, T. (1999, June 21). <i>Sales presentations that bring in the business</i> [Online]. Available: http://www.salesdoctors.com/diagnosis/3pres8.htm [2000, April 27].</p> <p>Keegan, R. (1996, September 23). <i>Selling in depth with features and benefits</i> [Online]. Available: http://www.salesdoctors.com/diagnosis/3benes.htm [2000, April 27].</p>

Topic	Process and Techniques
Performance Indicator	Convert customer/client objections into selling points (SE:874)
Level	Specialist
SCANS	Information 5-7; Interpersonal 11; Systems 15; Basic Skills 1-2,5-6; Thinking Skills 7,12; Personal Qualities 15
Objectives	<ul style="list-style-type: none"> a. Define the following terms: objection, yes, but. . . , toss-it-back, deny it, point-counterpoint, inquiry, show 'em, testimonial, try it. b. Distinguish between objections and excuses. c. Explain the importance of properly converting customer objections into selling points. d. Describe reasons that salespeople should be prepared to answer objections. e. Classify types of objections. f. Describe methods of converting objections into selling points. g. Explain procedures for converting objections into selling points. h. Demonstrate skill in converting objections into selling points.
Sample Activities	<p>Observe and evaluate a local salesperson's ability to convert objections into selling points. Determine the sales techniques used to convert the objections.</p> <p>Develop five statements for converting objections in a handout provided by your teacher. Discuss the responses with the class.</p>
Resources LAP	<p>Marketing Education Resource Center (2000). <i>Handling objections</i> [Selling LAP 100]. Columbus, OH: Author.</p> <p>Marketing Education Resource Center (2000). <i>Handling objections: Instructor copy</i> [Selling LAP 100]. Columbus, OH: Author.</p>
Textbooks	<p>Coppet, J.I., & Staples, W.A. (1994). <i>Professional selling: A relationship management process</i> (2nd ed.) [pp. 272-283]. Cincinnati: South-Western.</p> <p>Farese, L.S., Kimbrell, G., & Woloszyk, C.A. (1997). <i>Marketing essentials</i> (2nd ed.) [pp. 207-213]. Mission Hills, CA: Glencoe/McGraw-Hill.</p> <p>Futrell, C. (1994). <i>ABC's of selling</i> (4th ed.) [pp. 301-330, 380-381]. Burr Ridge, IL: Irwin.</p> <p>Kotler, P., & Armstrong, G. (1997). <i>Marketing: An introduction</i> (4th ed.) [p. 518]. Upper Saddle River: Prentice Hall.</p> <p>Longenecker, J.G., Moore, C.W., & Petty, J. W. (2000). <i>Small business management: An entrepreneurial emphasis</i> (11th ed.) [pp. 327-329]. Cincinnati: South-Western.</p> <p>Marks, R.B. (1997). <i>Personal selling: A relationship approach</i> (6th ed.) [pp. 235-236, 313-335]. Upper Saddle River, NJ: Prentice Hall.</p> <p>Mason, R.E., Rath, P.M., Husted, S.W., & Lynch, R.L. (1995). <i>Marketing practices and principles</i> (5th ed.) [pp. 441]. New York: Glencoe, Macmillan/McGraw Hill.</p> <p>Zikmund, W.G., & d'Amico, M. (1999). <i>Marketing</i> (6th ed.) [pp. 546-547]. Cincinnati: South-Western.</p>

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Manuals**

- Hutt, R.W., & Stull, W.A. (1992). *Marketing: An introduction* (2nd ed.) [pp. 222-224]. Cincinnati: South-Western.
- Shaw, R.T. (1995). *Core concepts: Marketing* (p. 211). Cincinnati: South-Western.
- Stull, W.A., & Crow, D.E. (1996). *Superior customer service* (pp. 92-94). Cincinnati: South-Western.

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- D.E. Visuals (Producer). [1992]. *Professional retail selling* [Videocassette]. Columbus, OH: Marketing Education Resource Center (Distributor).

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- Anderson, P. (2000, January 24). *Play "Columbo" to turn objections into more deals* [Online]. Available: <http://www.salesdoctors.com/diagnosis/3object6.htm> [2000, April 27].
- Conner, T. (1998, July 27). *Sales resistance? No sweat, part 1* [Online]. Available: <http://www.salesdoctors.com/diagnosis/3resist1.htm> [2000, April 27].
- Conner, T. (1998, August 31). *Sales resistance? No sweat, part 2* [Online]. Available: <http://www.salesdoctors.com/diagnosis/3resist2.htm> [2000, April 27].
- Curriculum and Instructional Materials Center (Producer). [1999]. *Employee survival skills: Sales* [Selling LAP 100: Presentation Software]. Marketing Education Resource Center (Distributor).
- Lontos, P. (1998, December 14). *Eliminating sales objections* [Online]. Available: <http://www.salesdoctors.com/diagnosis/3object2.htm> [2000, April 27].
- Marketing Education Resource Center (2000). *Handling objections* [Selling LAP 100: Presentation Software]. Columbus, OH: Author.
- Moine, D. (1999, May 3). *Defusing the toughest objections* [Online]. Available: <http://www.salesdoctors.com/diagnosis/3object5.htm> [2000, April 27].
- Siegel, A. (1995, November 15). *Turning around sales objections* [Online]. Available: <http://www.salesdoctors.com/diagnosis/3object.htm> [2000, April 27].

Topic	Process and Techniques
Performance Indicator	Close the sale (SE:895)
Level	Specialist
SCANS	Information 5-8; Interpersonal 11; Systems 15; Basic Skills 1-2,5-6; Thinking Skills 7,12; Personal Qualities 15
Objectives	<ul style="list-style-type: none"> a. Define the term sales close. b. List reasons that closing a sale is a courtesy to customers. c. Explain the importance of using an appropriate closing technique. d. Identify closing techniques. e. Describe the following closing techniques: direct, assumption, minor-points, summary, standing room only, closing on objection, contingent, contrasting advantages and disadvantages, suggesting ownership, narrative, related merchandise, bonus and silence. f. Classify examples of closing techniques. g. Describe guidelines for closing sales. h. Demonstrate how to close a sale.
Sample Activities	<p>Develop appropriate sales closings for sales situations provided by your teacher. Classify the closing techniques for each situation. Discuss the responses with the class.</p> <p>Watch a videotape about closing sales. Discuss the videotape.</p> <p>Observe a local salesperson close a sale. Classify the type of sales-closing technique that was used. Discuss the findings with the class.</p>
Resources	
LAP	<p>Marketing Education Resource Center (1998). <i>Closing sales</i> [Selling LAP 107]. Columbus, OH: Author.</p> <p>Marketing Education Resource Center (1996). <i>Closing sales: Instructor copy</i> [Selling LAP 107]. Columbus, OH: Author.</p>
Textbooks	<p>Burrow, J., & Eggland, S. (1995). <i>Marketing foundations and functions</i> (pp. 589-591). Cincinnati: South-Western.</p> <p>Coppett, J.I., & Staples, W.A. (1994). <i>Professional selling: A relationship management process</i> (2nd ed.) [pp. 283-290]. Cincinnati: South-Western.</p> <p>Farese, L.S., Kimbrell, G., & Woloszyk, C.A. (1997). <i>Marketing essentials</i> (2nd ed.) [pp. 217-220]. Mission Hills, CA: Glencoe/McGraw-Hill.</p> <p>Futrell, C. (1994). <i>ABC's of selling</i> (4th ed.) [pp. 337-361]. Burr Ridge, IL: Irwin.</p> <p>Marks, R.B. (1997). <i>Personal selling: A relationship approach</i> (6th ed.) [pp. 367-383]. Upper Saddle River, NJ: Prentice Hall.</p> <p>Mason, R.E., Rath, P.M., Husted, S.W., & Lynch, R.L. (1995). <i>Marketing practices and principles</i> (5th ed.) [p. 441]. New York: Glencoe, Macmillan/McGraw Hill.</p> <p>Zikmund, W.G., & d'Amico, M. (1999). <i>Marketing</i> (6th ed.) [pp. 547-548]. Cincinnati: South-Western.</p>

**Workbooks/
Manuals**

- Hutt, R.W., & Stull, W.A. (1992). *Marketing: An introduction* (2nd ed.) [pp. 224-226]. Cincinnati: South-Western.
- Shaw, R.T. (1995). *Core concepts: Marketing* (p. 212). Cincinnati: South-Western.
- Stull, W.A., & Crow, D.E. (1996). *Superior customer service* (pp. 94-95). Cincinnati: South-Western.
- Thornton, V.J. (1995). *Closing: A process, not a problem*. Columbus, OH: Marketing Education Resource Center (Distributor).

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- Connor, T. (1998, June 22). *Closing sales: The natural end to your long-term sales plan* [Online]. Available:
<http://www.salesdoctors.com/diagnosis/3close5.htm> [2000, April 27].
- Curriculum and Instructional Materials Center (Producer). [1999]. *Employee survival skills: Sales* [Selling LAP 107: Presentation Software]. Marketing Education Resource Center (Distributor).
- Johnson, H. (2000, April 24). *Top 10 favorite closes* [Online]. Available:
<http://www.salesdoctors.com/diagnosis/3close6.htm> [2000, April 27].
- Johnson, H. (2000, April 24). *Make the closing process simple, smooth and easy* [Online]. Available:
<http://www.salesdoctors.com/diagnosis/3close8.htm> [2000, April 27].
- Lontos, P. (1997, September 22). *22 sales closes that will make more money, part 1* [Online]. Available:
<http://www.salesdoctors.com/diagnosis/3close3.htm> [2000, April 27].
- Lontos, P. (1997, September 22). *22 sales closes that will make more money, part 2* [Online]. Available:
<http://www.salesdoctors.com/diagnosis/3close4.htm> [2000, April 27].
- Lontos, P. (1998, October 20). *The right sales close: Use these 15 strategies to choose the perfect close for your next customer* [Online]. Available:
<http://www.salesdoctors.com/diagnosis/3close2.htm> [2000, April 27].
- McNamara, C. (No date). *Closing the sale* [Online]. Available:
<http://www.mapnp.org/library/sales/closing.htm> [2000, May 11].
- Siegal, A. (1998, May 4). *Pulling the trigger (Powerful sales closings)* [Online]. Available: <http://www.salesdoctors.com/diagnosis/3close1.htm> [2000, April 27].
- Sobczak, A. (2000, April 10). *Closing: One step at a time* [Online].
<http://www.salesdoctors.com/phone/phon135.htm> [2000, May 2].

Topic	Process and Techniques
Performance Indicator	Demonstrate suggestion selling (SE:875)
Level	Specialist
SCANS	Information 5,7; Interpersonal 11; Systems 15; Basic Skills 1-2,5-6; Thinking Skills 7,12; Personal Qualities 15
Objectives	<ul style="list-style-type: none"> a. Define the term suggestion selling. b. Identify examples of suggestion selling. c. Describe the importance of using suggestion selling. d. Categorize items that are appropriate for suggestion selling. e. Explain guidelines for using suggestion selling. f. Demonstrate proper procedures to use in suggestion selling.
Sample Activities	<p>Select five products with which you are familiar, and identify three items that could be suggested to customers to go with each of the products. Record your responses, and discuss them with students who have similar occupational interests.</p> <p>Examine product promotions, and select a primary product to buy. Select other products to go with the primary product. Cut out pictures of these products, and affix them to paper provided by the instructor.</p> <p>Participate in a small-group activity about demonstrating suggestion selling.</p> <p>Participate in a role-play situation to demonstrate skill in demonstrating suggestion selling. Obtain feedback on the performance.</p>
Resources	
LAP	<p>Marketing Education Resource Center (1998). <i>Using suggestion selling</i> [Selling LAP 110]. Columbus, OH: Author.</p> <p>Marketing Education Resource Center (1995). <i>Using suggestion selling: Instructor copy</i> [Selling LAP 110]. Columbus, OH: Author.</p>
Textbooks	<p>Farese, L.S., Kimbrell, G., & Woloszyk, C.A. (1997). <i>Marketing essentials</i> (2nd ed.) [pp. 221-223]. Mission Hills, CA: Glencoe/McGraw-Hill.</p> <p>Marks, R.B. (1997). <i>Personal selling: A relationship approach</i> (6th ed.) [pp. 440-441]. Upper Saddle River, NJ: Prentice Hall.</p> <p>Mason, R.E., Rath, P.M., Husted, S.W., & Lynch, R.L. (1995). <i>Marketing practices and principles</i> (5th ed.) [p. 441]. New York: Glencoe, Macmillan/McGraw Hill.</p> <p>Zikmund, W.G., & d'Amico, M. (1999). <i>Marketing</i> (6th ed.) [p. 539]. Cincinnati: South-Western.</p>
Workbooks/ Manuals	<p>Stull, W.A., & Crow, D.E. (1996). <i>Superior customer service</i> (pp. 95-96). Cincinnati: South-Western.</p>
Software/ Online	<p>Curriculum and Instructional Materials Center (Producer). [1999]. <i>Employee survival skills: Sales</i> [Selling LAP 110: Presentation Software]. Marketing Education Resource Center (Distributor).</p>

Topic	Process and Techniques
Performance Indicator	Sell good/service/idea to individuals (SE:046)
Level	Specialist
SCANS	Information 5-8; Interpersonal 11; Systems 15; Basic Skills 1-2,5-6; Thinking Skills 7,12; Personal Qualities 15
Objectives	<ul style="list-style-type: none"> a. Identify appropriate selling techniques for use with a specific client/customer. b. Demonstrate procedures for selling a good or service.
Sample Activities	<p>Select a good/service/idea of interest to you, and sell it to a classmate. Obtain feedback on your performance from the classmate.</p> <p>Observe a sales presentation, and identify each phase of the selling process. Discuss strengths and weaknesses of the presentation.</p> <p>Sell a good/service/idea to a customer at a school-based enterprise or at your place of employment. Evaluate your own performance, and discuss it with the class.</p>
Resources	
Textbooks	Faria, A.J., & Johnson, H.W. (1993). <i>Creative selling</i> (5 th ed.) [pp. 132-135, 153-154]. Cincinnati: South-Western.
Software/ Online	<p>Graham, J. (1997, July 7). <i>18 ways to turn buyers into believers</i> [Online]. Available: http://www.salesdoctors.com/diagnosis/3believ.htm [2000, May 2].</p> <p>Siegel, A. (2000, January 3). <i>Build sales with "just one more thing"</i> [Online]. Available: http://www.salesdoctors.com/diagnosis/3jstone.htm [2000, May 2].</p>

Topic	Process and Techniques
Performance Indicator	Sell good/service/idea to groups (SE:073)
Level	Specialist
SCANS	Information 5-8; Interpersonal 11; Systems 15; Basic Skills 1-2,5-6; Thinking Skills 7,12; Personal Qualities 15
Objectives	<ul style="list-style-type: none"> a. Explain how sales techniques are modified to sell to groups. b. Explain the use of technology in selling to groups. c. Demonstrate procedures for selling to groups.
Sample Activities	<p>Prepare a sales presentation for the school board/professional organization seeking support for a class or DECA activity. Make the presentation to a group of students before delivering the presentation.</p> <p>Prepare a sales presentation to give to teachers/guidance counselors at your school to persuade them to encourage students to enroll in marketing. Deliver the presentation at a teacher's meeting. Review your performance with classmates.</p>
Resources Textbooks	<p>Anderson, B.R. (1992). <i>Professional selling</i> (4th ed.) [pp. 329-342, 396]. Englewood Cliffs: Prentice-Hall.</p> <p>Coppett, J.I., & Staples, W.A. (1994). <i>Professional selling: A relationship management process</i> (2nd ed.) [pp. 231-235]. Cincinnati: South-Western.</p> <p>Faria, A.J., & Johnson, H.W. (1993). <i>Creative selling</i> (5th ed.) [pp. 153, 176]. Cincinnati: South-Western.</p> <p>Futrell, C. (1994). <i>ABC's of selling</i> (4th ed.) [pp. 219-222]. Burr Ridge, IL: Irwin.</p> <p>Hair, J.F., Notturmo, F.L., & Russ, F.A. (1991). <i>Effective selling</i> (8th ed.) [pp. 504-507]. Cincinnati: South-Western.</p>
Software/ Online	<p>Entrepreneurial Edge (No date). <i>Group sales presentations fails; Personal follow-up succeeds</i> [Online]. Available: http://209.241.14.8/fmpro?-db=homepage.fp5&-format=fulltext1.htm&Record=13&-find [2000, May 9].</p> <p>Lontos, P. (1997, July 14). <i>How to give a group presentation that sells</i> [Online]. Available: http://www.salesdoctors.com/diagnosis/3pres3.htm [2000, April 27].</p>

Topic	Process and Techniques
Performance Indicator	Plan follow-up strategies for use in selling (SE:057)
Level	Specialist
SCANS	Information 5-7; Interpersonal 11; Systems 15; Basic Skills 1-2,5-6; Thinking Skills 7,12; Personal Qualities 15
Objectives	<ol style="list-style-type: none"> Define the term follow-up. Describe sales situations in which follow-up techniques should be used. Identify salespeople who should follow up. Describe reasons to follow up. Explain how businesses benefit when sales presentations are followed up. Explain how salespeople benefit from follow-up. Describe customer benefits from the use of follow up. Cite examples of follow-up activities. List factors to consider in selecting appropriate follow-up techniques. Describe the importance of record keeping in follow-up. Explain how to identify follow-up strategies for use in selling. Demonstrate procedures for planning follow-up strategies.
Sample Activities	<p>Select a business that you would like to own, and create a plan for following up sales presentations. Present the plan to the class.</p> <p>Identify examples of follow-up activities which have been encountered.</p> <p>Write examples of follow-up techniques which could be used for selling situations provided by the instructor. Discuss the responses with the class.</p> <p>Identify examples of situations at local businesses for which the use of follow-up techniques would have been appropriate. Suggest follow-up techniques that could have been used. Discuss the responses.</p>
Resources LAP	<p>Marketing Education Resource Center (2000). <i>Follow-up techniques</i> [Selling LAP 119]. Columbus, OH: Author.</p> <p>Marketing Education Resource Center (2000). <i>Follow-up techniques: Instructor copy</i> [Selling LAP 119]. Columbus, OH: Author.</p>
Textbooks	<p>Burrow, J., & Eggland, S. (1995). <i>Marketing foundations and functions</i> (p. 591). Cincinnati: South-Western.</p> <p>Farese, L.S., Kimbrell, G., & Woloszyk, C.A. (1997). <i>Marketing essentials</i> (2nd ed.) [p. 225]. Mission Hills, CA: Glencoe/McGraw-Hill.</p> <p>Marks, R.B. (1997). <i>Personal selling: A relationship approach</i> (6th ed.) [pp. 385, 387-388]. Upper Saddle River, NJ: Prentice Hall.</p> <p>Mason, R.E., Rath, P.M., Husted, S.W., & Lynch, R.L. (1995). <i>Marketing practices and principles</i> (5th ed.) [p. 441]. New York: Glencoe, Macmillan/McGraw Hill.</p> <p>Zikmund, W.G., & d'Amico, M. (1999). <i>Marketing</i> (6th ed.) [p. 549]. Cincinnati: South-Western.</p>

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Shaw, R.T. (1995). *Core concepts: Marketing* (p. 212). Cincinnati: South-Western.

Stull, W.A., & Crow, D.E. (1996). *Superior customer service* (p. 96). Cincinnati: South-Western.

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Horner, J. (1999, June 14). *Creating a sales lead follow-up system* [Online]. Available: <http://www.salesdoctors.com/longterm/6form02.htm> [2000, May 2].

Marketing Education Resource Center (2000). *Follow-up techniques* [Selling LAP 119: Presentation Software]. Columbus, OH: Author.

Phillips, R. (1996, August 1). *No follow-up system, no sales* [Online]. Available: <http://www.salesdoctors.com/surgery/4fol.htm> [2000, April 27].

Topic	Support Activities
Performance Indicator	Calculate miscellaneous charges (SE:116)
Level	Career-sustaining
SCANS	Information 5,7-8; Systems 15; Basic Skills 1-3,5-6; Thinking Skills 12
Objectives	<ul style="list-style-type: none"> a. Identify types of charges/discounts associated with purchases. b. Explain how charges and discounts affect the price of purchases. c. Read a tax table to determine the amount of tax on purchases. d. Calculate tax on purchases. e. Read shipping/delivery tables to determine the amount of shipping/delivery charges. f. Read an alterations chart to determine alterations fees. g. Explain how the use of technology can speed up calculations of charges and discounts. h. Explain the impact of incorrectly calculating charges/discounts. i. Manually calculate miscellaneous charges on purchases. j. Manually calculate discounts. k. Calculate flat-rate charges and discounts.
Sample Activities	<p>Determine the types of special charges and discounts that are frequently calculated at your place of employment. Discuss your findings with the class.</p> <p>Using a sales tax table, determine the amount of sales tax to charge on a variety of purchases. Discuss your responses with the class.</p> <p>Calculate discounts and special charges for a variety of selling situations provided by your teacher. Discuss your answers with the class.</p> <p>Survey five businesses to determine how technology is used to aid in calculating miscellaneous charges. Report your findings to the class.</p>
Resources	
LAP	<p>Marketing Education Resource Center (2001). <i>Calculating miscellaneous charges</i> [Mathematics LAP 52]. Columbus, OH: Author.</p> <p>Marketing Education Resource Center (2001). <i>Calculating miscellaneous charges: Instructor copy</i> [Mathematics LAP 52]. Columbus, OH: Author.</p>
Textbooks	<p>Ditzenberger, R. & Kidney, J. (1992). <i>Selling: Helping customers buy</i> (3rd ed.) [pp. 288, 295-296, 297-298]. Cincinnati: South-Western.</p> <p>Farese, L.S., Kimbrell, G., & Woloszyk, C.A. (1997). <i>Marketing essentials</i> (2nd ed.) [pp. 238-239, 367-369, 401-402]. Mission Hills, CA: Glencoe/McGraw-Hill.</p> <p>Peterson, D.R., & Miller, K.N. (1993). <i>Mathematics for business decisions</i> (2nd ed.) [pp. 235-244]. New York: Glencoe/Macmillan/McGraw-Hill.</p>
Workbooks/ Manuals	<p>Stull, W.A., & Crow, D.E. (1996). <i>Superior customer service</i> (pp. 73-74). Cincinnati, OH: South-Western.</p>

Topic	Support Activities
Performance Indicator	Process sales documentation (SE:117)
Level	Specialist
SCANS	Information 5-8; Interpersonal 11; Systems 15; Basic Skills 1-3,5-6; Thinking Skills 12; Personal Qualities 15
Objectives	<ul style="list-style-type: none"> a. Identify types of information contained in sales documentation. b. Complete calculations needed to process sales documentation. c. Demonstrate procedures for processing sales documentation.
Sample Activities	<p>Observe a demonstration in which sales documents are completed. Note the need for legibility and accuracy. Discuss possible consequences of inaccurate/illegible information.</p> <p>Examine sales documents, and identify the types of information found in each document. Discuss similarities and differences with the class.</p> <p>Prepare a visual depicting the path a sales document follows. Compare visuals developed by classmates. Discuss differences in the paths identified.</p> <p>Given a sales situation at a school-based enterprise, process the sales documentation for a sale. Discuss your performance with another classmate.</p>
Resources Textbooks	Meyer, E.C., Allen, K.R. (1994). <i>Entrepreneurship and small business management</i> (pp. 60-63). New York: Glencoe/Macmillan/McGraw-Hill.

Topic	Support Activities
Performance Indicator	Prospect for customers (SE:001)
Level	Specialist
SCANS	Information 5-8; Systems 15; Basic Skills 1-2,5-6; Thinking Skills 7,12; Personal Qualities 15
Objectives	<ul style="list-style-type: none"> a. Define the following terms: prospect, prospecting, lead, referral, endless chain, center of influence, bird dogs, cold calls. b. Identify sources of prospects. c. Explain which salespeople should prospect. d. Describe how prospecting can help salespeople. e. Discuss why prospecting should be a continuous process. f. Describe methods of prospecting. g. Explain how to construct a prospect list. h. Describe how to use a prospect list. i. Explain the importance of maintaining accurate prospect lists. j. Demonstrate procedures for prospecting for customers.
Sample Activities	<p>Given a fund-raising activity, identify prospects to target for the sales campaign. Discuss factors that you considered in targeting the prospects, prospecting methods used, and prospecting goals.</p> <p>Identify types of customers who would be interested in buying products identified by the instructor. Identify ways that salespeople obtain the names of those individuals.</p> <p>Participate in an occupationally specific group to select prospects and prospecting methods, prioritize prospect, organize prospect file, and establish prospecting goals. Discuss the responses with the class.</p> <p>Determine the types of prospecting activities used by local businesses. Discuss the findings with the class.</p>
Resources LAP	<p>Marketing Education Resource Center (1998). <i>Prospecting</i> [Selling LAP 116]. Columbus, OH: Author.</p> <p>Marketing Education Resource Center (1996). <i>Prospecting: Instructor copy</i> [Selling LAP 116]. Columbus, OH: Author.</p>
Textbooks	<p>Burrow, J., & Eggland, S. (1995). <i>Marketing foundations and functions</i> (pp. 578-579). Cincinnati: South-Western.</p> <p>Coppett, J.I., & Staples, W.A. (1994). <i>Professional selling: A relationship management process</i> (2nd ed.) [pp. 145-149, 163-164, 378-380]. Cincinnati: South-Western.</p> <p>Farese, L.S., Kimbrell, G., & Woloszyk, C.A. (1997). <i>Marketing essentials</i> (2nd ed.) [pp. 187-188]. Mission Hills, CA: Glencoe/McGraw-Hill.</p> <p>Futrell, C. (1994). <i>ABC's of selling</i> (4th ed.) [pp. 172-174, 177-185, 198-200]. Burr Ridge, IL: Irwin.</p>

Textbooks (cont'd)

- Longenecker, J.G., Moore, C.W., & Petty, J. W. (2000). *Small business management: An entrepreneurial emphasis* (11th ed.) [pp. 326-327]. Cincinnati: South-Western.
- Marks, R.B. (1997). *Personal selling: A relationship approach* (6th ed.) [pp. 10, 190-216, 219-221, 433-434, 470]. Upper Saddle River, NJ: Prentice Hall.
- Mason, R.E., Rath, P.M., Husted, S.W., & Lynch, R.L. (1995). *Marketing practices and principles* (5th ed.) [pp. 435-436, 437]. New York: Glencoe, Macmillan/McGraw Hill.
- Perreault, W.D., Jr., & McCarthy, E.J. (1997). *Essentials of marketing: A global-managerial approach* (7th ed.) [pp. 343-344]. Chicago: Irwin.
- Zikmund, W.G., & d'Amico, M. (1999). *Marketing* (6th ed.) [pp. 544]. Cincinnati: South-Western.

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- Shaw, R.T. (1995). *Core concepts: Marketing* (pp. 209-210). Cincinnati: South-Western.

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- Carroll, J. (1999, December 20). *Referrals: The sales professional's best friend* [Online]. Available: <http://www.salesdoctors.com/patients/1refer4.htm> [2000, April 27].
- Conner, T. (1999, March 15). *Personal prospecting check-up* [Online]. Available: <http://www.salesdoctors.com/laser/laser047.htm> [2000, April 27].
- Curriculum and Instructional Materials Center (Producer). [1999]. *Promotion and outside selling* [Selling LAP 116: Presentation Software]. Marketing Education Resource Center (Distributor).
- Hansen, L. (1998, September 28). *Decisions to make before launching a consumer telemarketing effort* [Online]. Available: <http://www.salesdoctors.com/surgery/4tel4.htm> [2000, May 2].
- Phillips, R. (1996, September 2). *Growing future customers by getting referrals* [Online]. Available: <http://www.salesdoctors.com/patients/1refer2.htm> [2000, April 27].
- McNamara, C. (No date). *Generating sales leads and prospects* [Online]. Available: <http://www.mapnp.org/library/sales/leads.htm> [2000, May 11].
- Sanford, M. (2000, April 24). *Putting more of yourself into cold calls* [Online]. Available: <http://www.salesdoctors.com/laser/laser103.htm> [2000, April 27].
- Scott, K. (1997, January 27). *20 ways to discover a gold mine of prospects* [Online]. Available: <http://www.salesdoctors.com/patients/1prosp.htm> [2000, April 27].
- Siegal, A. (1998, November 16). *Measuring the sources of your sales leads* [Online]. Available: <http://www.salesdoctors.com/longterm/6lead.htm> [2000, May 2].

Topic	Support Activities
Performance Indicator	Write sales letters (SE:118)
Level	Specialist
SCANS	Information 5-8; Interpersonal 11; Systems 15; Basic Skills 1-2; Thinking Skills 7,12
Objectives	<ul style="list-style-type: none"> a. Explain reasons for writing sales letters. b. Identify ways to appeal to targeted readers. c. Describe techniques to use to encourage readers to take action. d. Demonstrate procedures for writing sales letters.
Sample Activities	<p>Write a sales letter to your classmates encouraging them to buy concessions at the school football and basketball games. Survey the class to determine the letter's effectiveness. Use the feedback to revise the letter.</p> <p>Determine the effectiveness of the appeal of five different sales letters. Share your conclusions with a classmate.</p> <p>For a product of your choice, design an envelope and a letterhead to attract the readers attention to the product, paying careful attention to color, logos, graphics, font size, layout, and design. Share your envelope and letterhead with the class.</p> <p>Given a list of objectives for various selling situations, write an opening sentence and an interest-building description to include in a sales letter for each of the situations. Review the information with a classmate.</p>
Resources Textbooks	<p>Clark, L.R., Zimmer, K., & Tinervia, J. (1994). <i>Business English and communication</i> (8th ed.) [pp. 362-370]. Westerville: Glencoe/McGraw-Hill.</p> <p>Faria, A.J., & Johnson, H.W. (1993). <i>Creative selling</i> (5th ed.) [pp. 339]. Cincinnati: South-Western.</p> <p>Hyden, J.S., Jordan, A.K., Steinauer, M.H., Jones, M.J. (1999). <i>Communicating for success</i> (pp. 342-353). Cincinnati: South-Western.</p> <p>Lehman, C.M., & DuFrene, D.D. (1999). <i>Business communication</i> (12th ed.) [pp. 268-279]. Cincinnati: South-Western.</p>
Software/ Online	<p>BankBoston (No date). <i>Create sales letters</i> [Online]. Available: http://204.183.94.19/bankboston/salesl~1.asp [2000, May 30].</p> <p>McNamara, C. (No date). <i>Sales letters</i> [Online]. Available: http://www.mapnp.org/library/sales/sls_ltrr.htm [2000, May 11].</p> <p>Nicastro, E. (1997, August 4). <i>The 10 commandments (plus five) of highly profitable sales letter writing</i> [Online]. Available: http://www.salesdoctors.com/patients/1write1.htm [2000, April 27].</p> <p>Nicastro, E. (1999, February 15). <i>Those critical first few seconds of a sales letter</i> [Online]. Available: http://www.salesdoctors.com/patients/1mail7.htm [2000, April 27].</p>

Software/
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- Nicastro, E. (1999, April 12). *Five deadly sales letter mistakes* [Online]. Available: <http://www.salesdoctors.com/patients/1salesletter.htm> [2000, April 27].
- Siegal, A. (2000, January 24). *Using a mailing to warm your cold calls* [Online]. Available: <http://www.salesdoctors.com/patients/1colmal.htm> [2000, April 27].
- Yanik, S. (2000, March 13). *A powerful sales letter can move overstocked merchandise* [Online]. Available: <http://www.salesdoctors.com/patients/1mail9.htm> [2000, April 27].

Topic	Support Activities
Performance Indicator	Create a presentation software package to support sales presentation (SE:119)
Level	Specialist
SCANS	Information 5-8; Systems 15; Technology 18-19; Basic Skills 1-2,5-6; Thinking Skills 7,12
Objectives	<ul style="list-style-type: none"> a. Identify characteristics of effective presentation packages. b. Explain procedures for developing presentation software packages. c. Demonstrate procedures for creating a presentation software package to support sales presentations.
Sample Activities	<p>Campaign for a position as an office holder in your school or classroom. Sell your ability to do a good job by creating a presentation using an available presentation software package. You may want to scan in pictures of yourself helping in your school or community, and/or include patriotic music in your presentation to capture voter interest.</p> <p>Create a presentation using an available presentation software package to support a sales presentation for a product with which you are familiar. Information may include such things as: product features, selling price, purchasing information, etc. Share your presentation with the class.</p> <p>Research the various presentation software packages available for sale. Give an oral report to the class about how each of the packages could be used to support sales presentations.</p>
Resources	
Textbooks	<p>Adler, R.B., & Elmhorst, J.M. (1999). <i>Communicating at work: Principles and practices for business and the professions</i> (6th ed.) [pp. 287-328, 355, 357-362]. Boston: McGraw-Hill College.</p> <p>Coppett, J.I., & Staples, W.A. (1994). <i>Professional selling: A relationship management process</i> (2nd ed.) [p. 225]. Cincinnati: South-Western.</p> <p>Marks, R.B. (1997). <i>Personal selling: A relationship approach</i> (6th ed.) [pp. 289-292, 487]. Upper Saddle River, NJ: Prentice Hall.</p>
Workbooks/ Manuals	<p>Brown, A. (1997). <i>Power pitches: How to produce winning presentations using charts, slides, video & multimedia</i>. Chicago: Irwin.</p> <p>Currid, C. (1995). <i>Make your point! The complete guide to successful business presentations using today's technology</i>. Rocklin, CA: Prima.</p> <p>Wilder, C. (1994). <i>The presentations kit: 10 steps for selling your ideas</i>. New York: Wiley.</p>
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Topic	Management of Selling Activities
Performance Indicator	Plan strategies for meeting sales quotas (SE:864)
Level	Specialist
SCANS	Resources 4; Information 5-8; Interpersonal 9; Systems 15; Basic Skills 1-3,5-6; Thinking Skills 7,12; Personal Qualities 13,15
Objectives	<ul style="list-style-type: none"> a. Define the following terms: sales quota, sales-volume quota, financial quota, and activity quota. b. Identify characteristics of good sales quotas. c. List purposes of using sales quotas. d. Cite problems encountered in using sales quotas. e. Identify types of sales volume quotas. f. Cite examples of sales volume quotas. g. Identify types of financial quotas. h. Cite examples of financial quotas. i. Describe examples of activity quotas. j. Demonstrate procedures for planning strategies for meeting sales quotas.
Sample Activities	<p>Collaborate with a classmate to develop examples of each of the following types of sales quotas for use in a school-based enterprise: sales volume, financial, and activity. Discuss your examples with other groups of students, and select quotas to implement.</p> <p>Interview the manager or owner of a local business to determine how s/he uses sales quotas in the business. Determine types of quotas used, reactions of employees to quotas, overall outcome, and strategies used to implement them.</p> <p>Work with the manager of the business in which you are employed to develop strategies for meeting sales quotas for the coming year. With the person's permission, share the strategies with your teacher.</p>
Resources LAP	<p>Marketing Education Resource Center (1989). <i>Sales quotas</i> [Selling LAP 118]. Columbus, OH: Author.</p> <p>Marketing Education Resource Center (1993). <i>Sales quotas: Instructor copy</i> [Selling LAP 118]. Columbus, OH: Author.</p>
Textbooks	<p>Churchill, G.A., Ford, N.M., Walker, O.C., Johnston, M.W., & Tanner, J.F. (2000). <i>Sales force management</i> (6th ed.) [pp. 131-133, 154-169]. Boston: Irwin/McGraw-Hill.</p> <p>Marks, R.B. (1997). <i>Personal selling: A relationship approach</i> (6th ed.) [pp. 515-516]. Upper Saddle River, NJ: Prentice Hall.</p> <p>Stanton, W.J., & Spiro, R. (1999). <i>Management of a sales force</i> (10th ed.) [pp. 458-470]. Boston: Irwin/McGraw-Hill.</p>

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Appendix A

SCANS

Background

The Secretary's Commission on Achieving Necessary Skills (SCANS) was established in February 1990 to examine the demands of the workplace and to determine whether the current and future work force is capable of meeting those demands. Commission members included 31 representatives from the nation's schools, businesses, unions and government. The Commission issued its first report, "What Work Requires of Schools," in June, 1991. This report told educators and employers what students and workers need to know and be able to do in order to succeed in the workplace. This kind of information is especially vital today, when more than half of our young people leave school without the basic skills required to find and hold a good job.

Specifically, the Commission was directed to advise the Secretary of Labor on the type and level of skills required to enter employment. In carrying out this charge, the Commission was asked to:

1. Define the skills needed for employment;
2. Propose acceptable levels in those skills;
3. Suggest effective ways to assess proficiency; and
4. Develop a strategy to disseminate the findings to the nation's schools, businesses and homes.

The Commission identified two types of skills: competencies and foundations. Competencies are the skills necessary for success in the workplace and are organized into five areas. Foundations are skills and qualities that underlie the competencies. The competencies and foundations are generic—most of them are required for most jobs. The SCANS competencies and foundations are identified and defined on the following pages. The number referenced before each of them relates to the SCANS identified in each unit guide sheet.

Competencies**Resources**

- 1 Allocates Time—Selects relevant, goal-related activities; ranks them in order of importance; allocates time to activities; and understands, prepares and follows schedules. Competent performance in allocating time includes properly identifying tasks to be completed; ranking tasks in order of importance; developing and following an effective, workable schedule based on accurate estimates of such things as importance of tasks, time to complete tasks, time available for completion and task deadlines; avoiding wasting time; and accurately evaluating and adjusting a schedule.
- 2 Allocates Money—Uses or prepares budgets, including making cost and revenue forecasts, keeps detailed records to track budget performance and makes appropriate adjustments. Competent performance in allocating money includes accurately preparing and

Information

- using a budget according to a consistent and orderly accounting method; accurately calculating future budgetary needs based on projected costs and revenues; accurately tracking the extent to which actual costs and revenues differ from the estimated budget; and taking appropriate and effective actions.
- 3 Allocates Material and Facility Resources—Acquires, stores and distributes materials, supplies, parts, equipment, space or final products in order to make the best use of them. Competent performance in allocating material and facility resources includes carefully planning the steps involved in the acquisition, storage and distribution of resources; safely and efficiently acquiring, transporting or storing them; maintaining them in good condition; and distributing them to the end user.
 - 4 Allocates Human Resources—Assesses knowledge and skills and distributes work accordingly, evaluates performance and provides feedback. Competent performance in allocating human resources includes accurately assessing peoples' knowledge, skills, abilities and potential; identifying present and future workload; making effective matches between individual talents and workload; and actively monitoring performance and providing feedback.
 - 5 Acquires and Evaluates Information—Identifies need for data, obtains them from existing sources or creates them and evaluates their relevance and accuracy. Competently performing the tasks of acquiring data and evaluating information includes analytic questions to determine specific information needs; selecting possible information and evaluating its appropriateness; and determining when new information must be created.
 - 6 Organizes and Maintains Information—Organizes, processes and maintains written or computerized records and other forms of information in a systematic fashion. Competently performing the tasks of organizing and maintaining information includes understanding and organizing information from computer, visual, oral and physical sources in readily accessible formats, such as computerized data bases, spreadsheets, microfiche, video disks, paper files, etc.; when necessary, transforming data into different formats in order to organize them by the application of various methods such as sorting, classifying or more formal methods.
 - 7 Interprets and Communicates Information—Selects and analyzes information and communicates the results to others using oral, written, graphic, pictorial or multi-media methods. Competently performing the tasks of communicating and interpreting information to others includes determining information to be communicated; identifying the best methods to present information (e.g., overheads, handouts); if necessary, converting to desired format and conveying information to others through a variety of means including oral presentation, written communication, etc.

Interpersonal

- 8 Uses Computers to Process Information—Employs computers to acquire, organize, analyze and communicate information. Competently using computers to process information includes entering, modifying, retrieving, storing and verifying data and other information; choosing format for display (e.g., line graphs, bar graphs, tables, pie charts, narrative); and ensuring the accurate conversion of information into the chosen format.
- 9 Participates as a Member of a Team—Works cooperatively with others and contributes to group with ideas, suggestions and effort. Demonstrating competence in participating as a member of a team includes doing own share of tasks necessary to complete a project; encouraging team members by listening and responding appropriately to their contributions; building on individual team members' strengths; resolving differences for the benefit of the team; taking personal responsibility for accomplishing goals; and responsibly challenging existing procedures, policies or authorities.
- 10 Teaches Others—Helps others learn. Demonstrating competence in teaching others includes helping others to apply related concepts and theories to tasks through coaching or other means; identifying training needs; conveying job information to allow others to see its applicability and relevance to tasks; and assessing performance and providing constructive feedback/reinforcement.
- 11 Serves Clients/Customers—Works and communicates with clients and customers to satisfy their expectations. Demonstrating competence in serving clients and customers includes actively listening to customers to avoid misunderstandings and identifying needs; communicating in a positive manner especially when handling complaints or conflict; and efficiently obtaining additional resources to satisfy client needs.
- 12 Exercises Leadership—Communicates thoughts, feelings and ideas to justify a position; encourages, persuades, convinces or otherwise motivates an individual or groups, including responsibly challenging existing procedures, policies or authority. Demonstrating competence in exercising leadership includes making positive use of the rules/values followed by others; justifying a position logically and appropriately; establishing credibility through competence and integrity; and taking minority viewpoints into consideration.
- 13 Negotiates to Arrive at a Decision—Works toward an agreement that may involve exchanging specific resources or resolving divergent interests. Demonstrating competence in negotiating to arrive at a decision involves researching opposition and the history of the conflict; setting realistic and attainable goals; presenting facts and arguments; listening to and reflecting on what has been said; clarifying problems and resolving conflicts; adjusting quickly to new

Systems

facts/ideas; proposing and examining possible options; and making reasonable compromises.

- 14 Works with Cultural Diversity—Works well with men and women and with a variety of ethnic, social or educational backgrounds. Demonstrating competence in working with cultural diversity involves understanding one's own culture and those of others and how they differ; respecting the rights of others while helping them make cultural adjustments where necessary; basing impressions on individual performance, not on stereotypes; and understanding concerns of members of other ethnic and gender groups.
- 15 Understands Systems—Knows how social, organizational and technological systems work and operates effectively within them. Demonstrating competence in understanding systems involves knowing how a system's structures relate to goals; responding to the demands of the system/organization; knowing the right people to ask for information and where to get resources; and functioning within the formal and informal codes of the social/organizational system.
- 16 Monitors and Corrects Performance—Distinguishes trends, predicts impact of actions on system operations, diagnoses deviations in the function of a system/organization and takes necessary action to correct performance. Demonstrating competence in monitoring and correcting performance includes identifying trends and gathering needed information about how the system is intended to function; detecting deviations from system's intended purpose; troubleshooting the system; and making changes to the system to rectify system functioning and to ensure quality of product.
- 17 Improves and Designs Systems—Makes suggestions to modify existing systems to improve products or services and develops new or alternative systems. Demonstrating competence in improving or designing systems involves making suggestions for improving the functioning of the system/organization; recommending alternative system designs based on relevant feedback; and responsibly challenging the status quo to benefit the larger system.

Technology

- 18 Selects Technology—Judges which set of procedures, tools or machines, including computers and their programs, will produce the desired results. Demonstrating competence in selecting technology includes determining desired outcomes and applicable constraints; visualizing the necessary methods and applicable technology; evaluating specifications; and judging which machine or tool will produce the desired results.
- 19 Applies Technology to Task—Understands the overall intent and the proper procedures for setting up and operating machines, including computers and their programming systems. Demonstrating competence in how to apply technology to task

Foundation Skills

Basic Skills

- includes understanding how different parts of machines interact and how machines interact with broader production systems; on occasion installing machines including computers; setting up machines or systems of machines efficiently to get desired results; accurately interpreting machine output; and detecting errors from program output.
- 20 Maintains and Troubleshoots Technology—Prevents, identifies or solves problems in machines, computers and other technologies. Demonstrating competence in maintaining and troubleshooting technology includes identifying, understanding and performing routine preventative maintenance and service on technology; detecting more serious problems; generating workable solutions to correct deviations; and recognizing when to get additional help.
 - 1 Reading—Locates, understands and interprets written information in prose and documents—including manuals, graphs and schedules—to perform tasks; learns from text by determining the main idea or essential message; identifies relevant details, facts and specifications; infers or locates the meaning of unknown or technical vocabulary; judges the accuracy, appropriateness, style and plausibility of reports, proposals or theories of other writers.
 - 2 Writing—Communicates thoughts, ideas, information and messages in writing; records information completely and accurately; composes and creates documents such as letters, directions, manuals, reports, proposals, graphs, flow-charts; uses language, style, organization and format appropriate to the subject matter, purpose and audience; includes supporting documentation and attends to level of detail; and checks, edits and revises for correct information, appropriate emphasis, form, grammar, spelling and punctuation.
 - 3 Arithmetic—Performs basic computations; uses basic numerical concepts such as whole numbers and percentages in practical situations; makes reasonable estimates of arithmetic results without a calculator; and uses tables, graphs, diagrams and charts to obtain or convey quantitative information.
 - 4 Mathematics—Computational skills needed in maintaining records, estimating results, using spreadsheets or applying statistical process.
 - 5 Listening—Receives, attends to, interprets and responds to verbal messages and other cues such as body language in ways that are appropriate to the purpose; for example, to comprehend, to learn, to critically evaluate, to appreciate or to support the speaker.

Thinking Skills

- 6 Speaking—Organizes ideas and communicates oral messages appropriate to listeners and situations; participates in conversation, discussion and group presentations; selects an appropriate medium for conveying a message; uses verbal language and other cues such as body language appropriate in style, tone and level of complexity to the audience and the occasion; speaks clearly and communicates a message; understands and responds to listener feedback; and asks questions when needed.
- 7 Creative Thinking—Uses imagination freely, combines ideas or information in new ways, makes connections between seemingly unrelated ideas and reshapes goals in ways that reveal new possibilities.
- 8 Decision Making—Specifies goals and constraints, generates alternatives, considers risks and evaluates and chooses best alternative.
- 9 Problem Solving—Recognizes that a problem exists (i.e., there is a discrepancy between what is and what should or could be); identifies possible reasons for the discrepancy; devises and implements a plan of action to resolve it; evaluates and monitors progress; and revises plan as indicated by findings.
- 10 Seeing Things in the Mind's Eye—Organizes and processes symbols, pictures, graphs, objects or other information; for example, sees a building from a blueprint; a system's operation from schematics; the flow of work activities from narrative descriptions; or the taste of food from reading a recipe.
- 11 Knowing How to Learn—Uses efficient learning techniques to acquire and apply new knowledge and skills.
- 12 Reasoning—Discovers a rule or principle underlying the relationship between two or more objects and applies it in solving a problem.

Personal Qualities

- 13 Responsibility—Exerts a high level of effort and perseverance toward goal attainment; works hard to become excellent at doing tasks by setting high standards, paying attention to details, working well and displaying a high level of concentration even when assigned an unpleasant task; and displays high standards of attendance, punctuality, enthusiasm, vitality and optimism in approaching and completing tasks.
- 14 Self-Esteem—Believes in own self-worth and maintains a positive view of self.
- 15 Social—Demonstrates understanding, friendliness, adaptability, empathy and politeness in new and on-going group settings;

asserts self in familiar and unfamiliar social situations; relates well to others; responds appropriately as the situation requires; and takes an interest in what others say and do.

- 16 Self-Management—Assesses own knowledge, skills and abilities accurately; sets well-defined and realistic personal goals; monitors progress toward goal attainment and motivates self through goal achievement; exhibits self-control and responds to feedback unemotionally and non-defensively; and is a "self-starter."
- 17 Integrity/Honesty—Chooses ethical courses of action.